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ABSTRACT

The 1994 Florida Legislature has continued the shift to local decision making and flexibility by repealing many education statutes and extending the system of statutory waivers and abeyances until July 1, 1995. Many schools and school districts have applied and been approved for waivers over the last 2 years and others have implemented innovative programs utilizing other local flexibility options. This document presents information about flexibility options to Florida school districts seeking innovative ways to improve student outcomes. Four sections describe flexibility options in the following areas: instruction and curriculum; school operations; personnel, certification, and training; and program funding and student transportation. Each section is divided into three subsections. The first subsection consists of descriptions, questions and answers, and contacts and resources concerning local flexibility. The second subsection details statutes placed in abeyance by the legislature, and the third subsection contains descriptions, examples, and questions and answers about statutes eligible for waivers. A chart illustrates the waiver request process. Appendices provide information on the status of various education statutes, a waiver request form, lists of waiver requests granted during 1993-94 and 1994-95, the relationship of Florida's "Blueprint 2000" with the national Goals 2000 legislation, and a list of school-improvement regional team leaders. (LMI)

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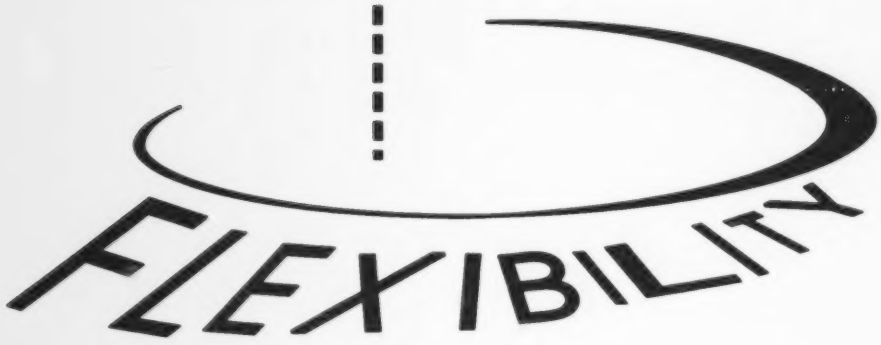

for School Improvement and Curricular Offerings

EXAMPLES OF CURRENT SCHOOL AND DISTRICT FLEXIBILITY, STATUTES IN ABEYANCE AND WAIVER OPTIONS

1995

U.S. DEPARTMENT OF EDUCATION
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INTRODUCTION

A full understanding and use of flexibility in educating children is critical to the success of achieving the vision of Blueprint 2000. In February 1993 the Florida Department of Education published and disseminated two documents entitled ***Flexibility for School Improvement*** and ***Flexibility for Curricular Offerings***. These publications provided information about flexibility options to school districts seeking innovative ways to improve student outcomes.

The 1994 Legislature continued the shift to local decision making and flexibility by repealing many education statutes and extending the system of statutory waivers and abeyances until July 1, 1995. Many schools and districts have applied and been approved for waivers over the last two years and others have implemented innovative programs utilizing other local flexibility options. Please note that the waivers referenced here apply to state statutes and rules. Federal laws and regulations are not affected, and accreditation standards of such organizations as the Southern Association of Colleges and Schools may not accommodate the same level of flexibility.

Due to the positive response to these two documents, to above legislative changes, and to school level innovative programs and practices, the department has updated and combined these documents to provide local educators, advisory council chairs and other education partners with a comprehensive resource tool for understanding local flexibility.

Flexibility for School Improvement and Curricular Offerings is organized into four sections. These are Instruction and Curriculum; School Operations; Personnel, Certification, and Training; and Program Funding and Student Transportation. Each section is divided into three subsections. The first subsection consists of descriptions, questions and answers, and contacts and resources concerning local flexibility. The second subsection details statutes the legislature placed in abeyance. When a statute is "held in abeyance" it is considered "null and void" for a specific period of time. The third subsection contains descriptions, examples, and questions and answers about statutes eligible for waivers. When a statute is eligible for "waiver" it means that the Commissioner of Education may waive the specific process and procedures of the statute but not the intent. Requests for waivers should pertain to school improvement efforts, and be included in the results of the school or district's needs assessments.

It is our hope that you find the ***Flexibility for School Improvement and Curricular Offerings*** document to be a useful reference tool to enhance your understanding of local flexibility and to assist you in your efforts toward school improvement.

Unless otherwise noted, contacts listed in this publication can be located at:

Florida Department of Education
Florida Education Center
325 West Gaines Street
Tallahassee, Florida 32399-0400

For additional information concerning this publication, please contact:

Florida Department of Education
Office of Policy Research and Accountability, Policy Unit
Florida Education Center, Suite 402
(904) 487-3496, or (SC) 277-3496

Special technical assistance may be coordinated through the School Improvement Services office by calling 1-800-447-1636 or by consulting the list of phone numbers for the regional school improvement team leaders located in the Appendix.

The School Improvement Resource Center is available to support school and district staff, parents, students, and other education partners in their efforts to achieve the goals of Blueprint 2000. Services include a computerized literature search of ERIC and a host of other on-line databases, electronic card catalogs of successful educational programs in Florida (Promising Programs and Practices) and of technical assistance materials, the National Diffusion Network, and an electronic forum (Resource Center Group Conference). Many of these services can be accessed through the Florida Information Resource Network (FIRN). Additional information may be obtained by calling SUNCOM 277-1078 or (904) 487-1078.

The Florida Commission on Education Reform and Accountability, created as part of Blueprint 2000, guides and oversees the development, establishment, implementation, and maintenance of a system of school improvement and education accountability based upon the achievement of the state's education goals. The Commission presents recommendations to the Florida Legislature concerning the school improvement initiative. The 23-member volunteer Commission is composed of parents, business people, educators, and elected officials.

To receive additional information or to provide input into reform efforts, please contact:

Florida Commission on Education Reform and Accountability
107 West Gaines Street
124 Collins Building
Tallahassee, Florida 32399-0400

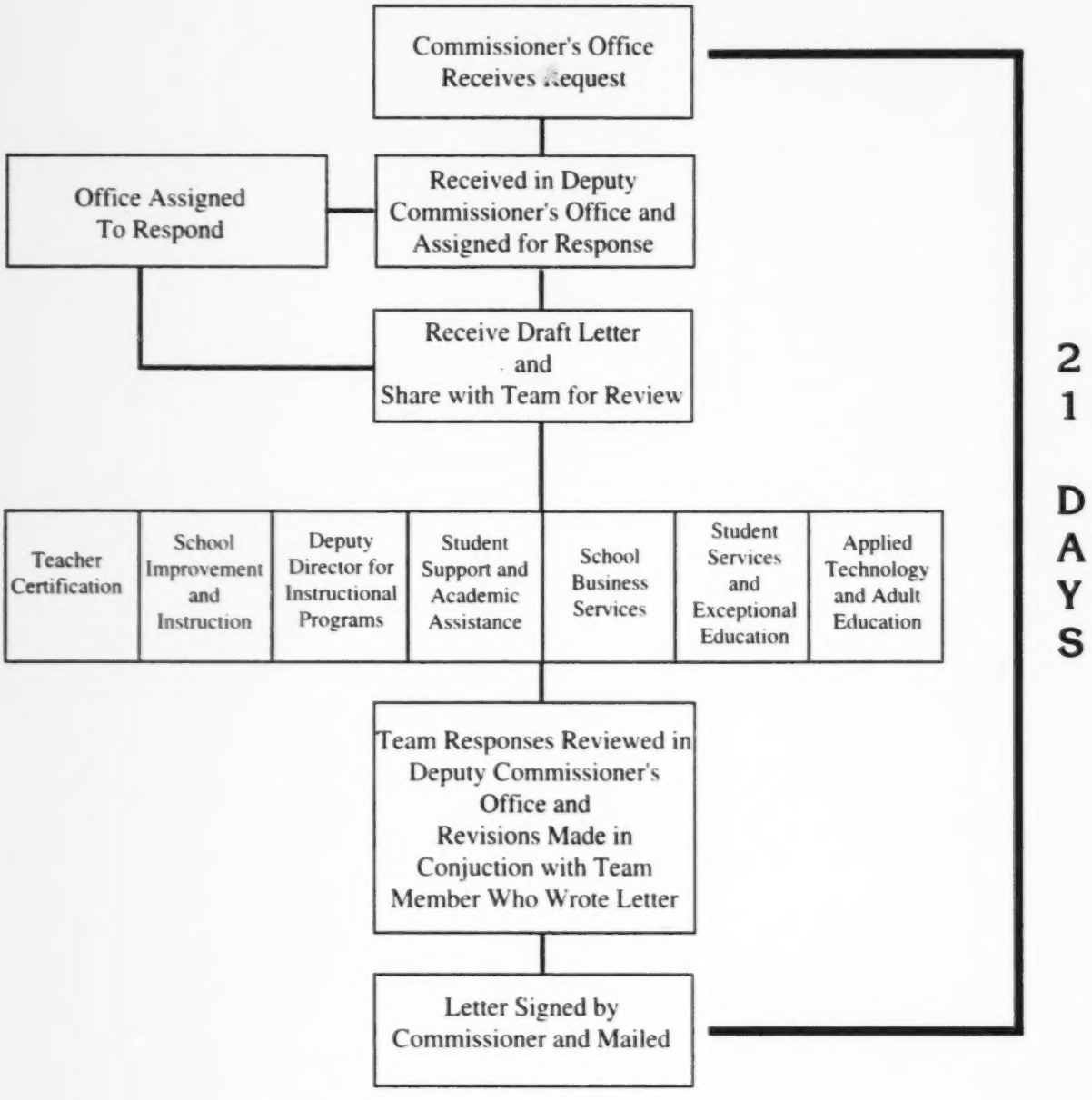
THINKING THROUGH THE DECISION TO REQUEST A WAIVER FROM THE STATE

Consider whether or not a waiver request is appropriate after identifying a need, proposing a solution, and discovering that a statute or rule currently prevents the solution from being implemented. The following steps represent a typical way in which a request for waiver may be considered.

- √ A school's needs assessment identifies an area requiring attention.
- √ The school improvement team, advisory council, or other group recommends a strategy to address the need.
- √ The principal checks the district's administrative procedures to determine if the solution is compatible.
- √ The principal checks district school board policies, procedures and the collective bargaining contract to determine if there are any barriers.
- √ If no barrier is found in district rules, the principal may contact the district's school improvement facilitator for assistance in identifying the state rule or statute that may regulate the area. Regional team leaders are available to assist in identifying statutes or rules that regulate the area.
- √ If no prohibitions exist, the school implements the proposed solution.
- √ If a barrier or prohibition is found at any step, a request for waiver may be made. If a district procedure or rule is involved, the school should direct its request to the district office or school board. If a state rule or statute is involved, the school should determine if the statute or rule in question is included on the list for waivers and abeyance prior to making the request.
- √ If the statute or rule is on the list for waivers, further research should be done to determine if the proposed solution violates the intent of the statute. If it does, a waiver should not be requested because it cannot be granted.
- √ If the proposed solution does not violate the intent of the statute, the school should complete the waiver request form and submit to the district office for approval. Waiver requests must be approved by the school board prior to being submitted to the Department. If the statute in question is in abeyance, no request for waiver is needed.

Note: The school board is to report annually to the Florida Commission on Education Reform and Accountability the number of waivers requested by school advisory councils, the numbers of waivers approved and submitted to the commissioner, and the number of waivers not approved and not submitted to the commissioner.

WAIVER REQUEST PROCESS


Commissioner's Office Receives Request
Office Assigned To Respond
Received in Deputy Commissioner's Office and Assigned for Response
Receive Draft Letter and Share with Team for Review
Teacher Certification
School Improvement and Instruction
Deputy Director for Instructional Programs
Student Support and Academic Assistance
School Business Services
Student Services and Exceptional Education
Applied Technology and Adult Education
Team Responses Reviewed in Deputy Commissioner's Office and Revisions Made in Conjuction with Team Member Who Wrote Letter
Letter Signed by Commissioner and Mailed
21 DAYS

INSTRUCTION & CURRICULUM

CURRENT FLEXIBILITY

Consistent with emphasis on educational reform and school improvement, districts and schools are encouraged to explore innovative methods of offering courses and presenting instruction to help all students to learn at high levels of achievement.

PreK-12 Subject Area Curriculum Frameworks

New PreK-12 Subject Area Curriculum Frameworks are being developed as guidelines for curriculum planners and designers, and will provide a broad range of flexibility for curricular offerings. The seven (7) frameworks which will be available to districts by the summer of 1995 are in the areas of: The arts, foreign languages, health and physical education, language arts, mathematics, science and social studies. The new frameworks describe the context of what students should know and be able to do throughout their PreK-12 experience in order to demonstrate proficiency on the Blueprint 2000 performance standards in the classroom. The frameworks are much broader in scope than the current course curriculum frameworks (recommended to be called course descriptions when the new subject area curriculum frameworks are published). The new frameworks address continuous progress; interdisciplinary instruction; experiential learning and other instructional strategies; authentic assessment; classroom management; inservice training; the selection of instructional materials; and the use of technology as a tool for learning.

Basic Academic Programs

Questions and Answers

This section provides answers to questions related to curricular and instructional strategies. To identify the specific Florida Statutes, State Board of Education Rules, and information in the Course Code Directory which currently allow curricular and instructional modifications, please refer to the Appendix. It should be understood that FTE funding may be affected by some course modifications.

Q. ***What special instructional topics are required by the state, and is there flexibility in how they can be taught?***

A. Section 233.061, Florida Statutes, does require certain topics to be taught. The issue of how the topics are taught, how much is taught, at what levels and in what courses or subjects the topics are taught is left up to local school districts and schools. These topics include the Declaration of Independence; Federalist Papers; United States Constitution; flag education; civil government; principles of agriculture; drug education; kindness to animals; history of Florida; conservation of natural resources; African-American history; and the study of the Holocaust. Section 233.067, Florida Statutes, lists additional health education and substance abuse prevention topics which must be addressed.

Q. ***Is there flexibility for state curriculum requirements for the elementary grade levels?***

A. Yes. The Florida Primary Education Program (PREP) and the Florida Progress in Middle Childhood Education Program (PRIME) have been repealed, and there are no course curriculum frameworks (course descriptions) below sixth grade until the new subject area PreK-12

Curriculum Frameworks are published. This allows districts and schools substantial flexibility in designing the elementary curriculum. However, it is appropriate to address some of the instructional topics listed in the question #1 at the elementary school level. Additionally, Blueprint 2000 establishes goals, standards and outcomes for which schools will be held accountable. Goal 3 delineates standards and outcomes for student achievement at the exit level of high school graduation. All schools will be expected to assist students in achieving these standards. Assessments for these standards are currently being developed.

In addition, state-adopted student performance standards in mathematics, reading, and writing for grades 2, 5, 8, and 11 have been approved by the State Board of Education and are effective through the 1998-99 school year. Also, state adopted special student performance standards for exceptional students in three program areas (hearing impaired, educable mentally handicapped and trainable mentally handicapped) have been approved by the State Board of Education. Effective with the 1996-97 school year, revised special student performance standards have been adopted for certain exceptional student program areas. (See Rule 6A-1.0941, FAC, and Sections 229.565 and 232.245, Florida Statutes). How and when these standards are taught are decisions for districts and schools to make.

Q. ***Is there flexibility for state curriculum requirements for middle grade levels?***

A. Yes. As stated in the answer to question #2 above, PRIME has been repealed. However, there are course curriculum frameworks (course descriptions) for grade 6 and above. Also, it is appropriate to address some of the instructional topics addressed in question #1 at the middle school level. In addition, the Blueprint 2000 Goal 3 standards and the student performance standards addressed in question #2 also apply to the middle grades. How and when these standards are taught remain district and school decisions.

Q. ***Are districts allowed to offer integrated or interdisciplinary instruction in combined courses using teams of teachers at the high school level as well as at the elementary and middle/junior high levels?***

A. Yes, students may receive credit for the high school courses taught in this manner as long as the content/concepts and outcomes of the curriculum frameworks of all the courses being combined are covered and the students master the district's student performance standards as described in Section 232.2454, Florida Statutes. There must be at least one teacher on each team who is certificated in each subject being taught and who will be held responsible for planning, student evaluation and reporting for that subject. (If reported in a dropout prevention program "any coverage" would be appropriate). If the hourly attendance requirements for course credit as prescribed in Section 232.2462, Florida Statutes, are not met, a district must have a waiver of this statute approved by the Commissioner of Education. For example, if two or more courses are integrated into one class period, a waiver would be required and there must be a school board policy allowing this scheduling. In this example, FTE funding will be generated for only one class period.

Note: Questions and Answers relating to team teaching at the elementary level can be found in the Personnel, Certification, and Training Section.

Q. ***Are there state restrictions to implementing the Copernican Plan or other innovative schedules (Flexible, Block, Macro, Parallel)?***

A. No. Schools are encouraged to create a school day schedule that supports both the process of learning more effectively and stakeholder involvement in school improvement. However, students must still be reported in regular courses, and the school must operate a minimum of five net hours a day (for grades 4-12) for funding purposes. The Copernican Plan proposes major restructuring of virtually all the basic sys-

tems within a high school, but the fundamental change is the change in schedule to organize time to support learning. Instead of students changing locations, subjects, and activities seven to nine times each day, they are asked to concentrate on one or two subjects at a time, each taught in an extended "macroclass." This change allows teachers to concentrate on learning of individual students. Block scheduling is not limited to high schools. Some elementary and middle schools are reducing the fragmentation of their school day by implementing larger blocks of instruction.

Q. ***May districts change the outcomes for a course curriculum framework (course description) to meet the specific needs of students in their school?***

A. Yes. State Board of Education Rules 6A-1.09412, 6A-1.09413, and 6A-1.09414, FAC, allow school boards, through local rules, to approve a variance of up to 10% of the intended outcomes for a specific course. They also grant authority to the Commissioner of Education to approve waivers to districts to modify intended outcomes for courses under certain conditions, provided that locally-approved outcome changes adequately address the major concepts/content contained in the course curriculum framework. For vocational courses, a waiver for Rule 6A-1.09415, FAC, is required. In addition, Rule 6A-1.09441, FAC, currently allows school districts to request approval of new and revised curriculum frameworks any time during the year.

Q. ***Who is responsible for writing performance standards for each course taught at the secondary level?***

A. The local school district is responsible for writing these standards. State Board of Education Rules 6A-1.09415, and 6A-1.09416, FAC, dealing with state uniform student performance standards for selected courses in grades 9-12 and 6-8 respectively, have been repealed. In order to generate funding, local school boards must approve locally developed student performance standards which correlate with the course curriculum framework (course description) outcomes for every course offered in the school district in grades 6-12. These are the performance standards that students must master to receive credit for a course (Section 232.2454, Florida Statutes). Districts and schools may add other requirements for course credit.

Q. ***Do course curriculum framework (course description) flexibility rule amendments affect the Academic Scholars Certificate Program or the Gold Seal Vocational Endorsement and Scholarship Program?***

A. No. Since student data are submitted to the Department of Education by course number only, it is the responsibility of each school district to retain the integrity and quality of the courses required for these programs.

Q. ***May students substitute courses or programs for credit toward high school graduation?***

A. Yes, in some instances. Students may substitute any secondary or eligible postsecondary vocational course listed in the Course Code Directory, one of the basic Computer Education courses or Journalism II,III, or IV on a curriculum equivalency basis for a Required Practical Arts credit (as identified on pages 9-11 in the Course Code Directory). Students enrolled in specified JROTC courses may substitute on a curriculum equivalency basis a JROTC credit for an identified science or health credit required for graduation (criteria identified on page 9 of the Course Code Directory must be met). However, in general, courses required for high school graduation may not be substituted beyond those listed in the Course Code Directory and may not be waived.

Q. ***Can credit be granted for community service by students?***

A. Yes. Instruction through community involvement, service and caregiving by students and service learning projects using community resources can help students develop a

sense of community, understand the world around them, and encourage responsibility. Section 232.246, Florida Statutes, allows school boards to award a maximum of one-half credit in social studies and one-half elective credit for student completion of nonpaid voluntary community or school service work. Students choosing this option must complete a minimum of 75 hours of service in order to earn the one-half credit in either category. However, credit may only be earned for service that is voluntary, not provided as a result of court action. School boards that approve the award of credit for student volunteer service must develop guidelines for awarding the credit and school principals are responsible for approving specific volunteer activities. The Course Code Directory lists course numbers for this credit, and course curriculum frameworks have been developed with sample performance standards. In addition to these courses, school boards may choose to (1) award the one-half credit in social studies as part of an existing elective social studies course and/or (2) offer an elective one-half credit as part of any course which is used to fulfill part of the nine elective graduation credits. This option would require that existing content and intended outcomes for the course be implemented along with the required 75 hours of service and that the school board adopt appropriate performance standards for the volunteer community or school services portion of the courses (See Section 232.2454(2), Florida Statutes). These 75 hours may be used to meet the Florida Academic Scholar requirement for community service.

Q. ***Can Language Arts classes focus on a particular literary genre?***

A. Yes. The specific literature used to teach the intended outcomes of language arts is not specified in the course curriculum frameworks. A school could indicate in its curricular offerings catalog that a certain course, such as English I, #1001310, 4th Period, will focus on the literature of science fiction.

Q. ***Are there any state restrictions in setting up a school-within-a-school, magnet school or career academy?***

A. No. The concept of developing houses, teams or schools within a school to provide a smaller structure for student interaction and student/teacher interaction is being used increasingly in large schools to provide a more personal atmosphere and to address specific needs and interests of students. There are a number of magnet schools in Florida, including the Academies for Career Development and Applied Technology.

Q. ***May the number of bonafide net instructional hours for a course be altered to meet the needs of a specific course or individual needs of students?***

A. The state does not prescribe the length of courses at the middle and elementary levels. Section 232.2462, Florida Statutes, does define requirements for the length of high school credit courses. However, if the local school board incorporates procedures into its Pupil Progression Plan for demonstration of mastery of student performance standards, the number of hours and number of meeting periods for the course may be altered to meet the unique needs of the students. For funding purposes, courses are reported by survey reporting periods as regularly scheduled courses. A district must have the waiver for Section 232.2462, Florida Statutes, approved in order to modify the length of a course at the high school level.

Q. ***Can the length of time a student enrolls in a course be altered to meet the needs of students or the objectives of a school improvement plan?***

A. Yes. If an ESOL or ESE course is listed as Multiple in the Course Code Directory, a student may take as long as necessary to complete a course. Section 229.592(6)(c), Florida Statutes, states that in developing procedures for awarding credit based on performance outcomes, districts may request waivers from State Board of Education rules relating to curriculum frameworks and credits for courses and programs in the Course Code Directory. Credit awarded for a course or program beyond that allowed by the Course Code Directory shall count as credit for electives. Upon request by any school district, the commissioner shall evaluate and establish procedures for variations in academic credits awarded toward graduation by a high school offering six periods per day compared to those awarded by high schools operating on other schedules.

Q. ***May districts offer courses which count as credit toward graduation at irregular times and at off-campus sites?***

A. Yes. The use of local sites, materials and other resources can stimulate greater interest and lead to a clearer understanding of concepts. In some places a community classroom consortium assists classroom teachers through an aggressive outreach program in the arts, humanities, sciences, industry, etc. Districts may offer courses away from the school site as long as the courses are listed in the Course Code Directory, the courses are regularly scheduled, attendance is taken regularly, students are under the supervision of a school board employee, and the certification of the instructors is tied to the subject area of the course as listed in the Course Code Directory. Additionally, the program must be in compliance with Rule 6A-1.09441, FAC, for funding purposes. A district must have a waiver of Section 232.246?, Florida Statutes, approved if the number of hours the course is offered is less than statutory requirements.

For further information on curriculum and instructional flexibility, the following offices in the Department of Education may be contacted. Unless otherwise noted, please contact Curriculum Services, Division of Public Schools, Florida Department of Education, 444 Florida Education Center, (904) 487-8827 or SC 277-8827.

Science, Math and Technology

Centers for Excellence for Mathematics, Science and Technology consist of five regional centers which provide support courses, programs and initiatives.

Opening the Gate is a statewide teacher-based program for teaching algebra and the mathematics courses preceding algebra by encouraging the integration of algebraic concepts and content, and incorporating hands-on activities into lessons.

K-5 Model Curriculum is a benchmarked curriculum guideline for the elementary level which provides long range goals, activities using manipulatives and calculators, and suggestions for integrating mathematics into the curriculum. The K-5 Mathematics Program Evaluation project provides schools with the tools to assess the K-5 Mathematics Program.

Eisenhower Title II Math and Science Projects enhance curricular flexibility and other science initiatives being implemented in Florida.

Hands-on/mind-on science involves PreK-12 teachers working together.

Discover Science and Mathematics Education in Florida is Florida's Statewide Systemic Initiative (SSI) funded by the National Science Foundation. This program provides technical assistance to schools and school districts to improve their mathematics and science teaching and learning. ***Florida's Statewide Systemic Initiative, 344 Florida Education Center, (904) 922-4207.***

Academies for Career Development & Applied Technology are preparing students for both the workplace and postsecondary educational opportunities upon their graduation from high school, and are piloting integrated and thematic instruction, fusion of Blueprint 2000 and Secretary's Commission on Achieving Necessary Skills (SCANS) skills, strong business and industry collaboration, real world applications, and other innovative initiatives at the secondary level. These pilots have waived course designations, grading conventions, and traditional facility models and will provide research, development, operation and evaluation data on new ways of improving student performance. ***Bureau of Career Development and Educational Improvement, Florida Department of Education, 255 Collins Building, (904) 488-0400.***

Other Academies for Career Development. There are a number of innovative academies in selected districts, beyond those mentioned above, also offering a combination of unique academic instruction and technical training in such fields as military science; environmental studies, criminal justice (law); travel and tourism; finance; marine studies; and public service. Most feature executive internships with partner employers, the use of non-certified instructional experts pursuant to Rule 6A-1.0502 as adjunct faculty, and dual enrollment opportunities with state universities or community colleges. Many of these academies have been supported by federal grants or corporate foundations. In addition, some of these academies use the principles and teaching approaches created by the Coalition of Essential Schools or models underwritten by the New American Schools Development Corporation (NASDC). These innovative academies have prospered by using flexibility options across organizational, curricular, instructional, and school practice traditions. ***Office of Business and Citizen Partnerships at (904) 488-8385.***

The Tech Prep Program is a federally-funded initiative which uses the collaboration of school districts and community colleges to develop 2+2 programs of study leading to an associate degree or two-year certificate program. It provides higher level academic preparation while preparing students to pursue a college degree and career preparation. ***1232 Florida Education Center, (904) 488-7394.***

Model Technology Schools serve as demonstration sites at five Florida elementary and secondary schools to demonstrate the cutting edge for incorporating administrative and instructional technology in today's schools. These schools encourage visitors, provide information, and conduct staff development workshops. ***Education Technology, B1-54 Florida Education Center, (904) 488-0980.***

Technology Education is an applied, multidisciplinary approach to providing students with an understanding of their technological culture so they can become intelligent consumers of technology. It promotes understanding and hands on use of all kinds of technology and technological processes as well as investigating their effects on society. ***Bureau of Career Development, 234L Collins Building, (904) 487-2582.***

Fine Arts

Interconnecting Pathways to Human Experience is a curriculum development guide (K-8) which provides language arts, mathematics, science and social studies educators with practical information for the teaching of an integrated arts curriculum, infusing the regular curriculum with the arts as effective methods of learning.

Multicultural Arts Education: Guidelines, Instructional Units and Resources for Art, Dance, Music and Theater, Grades K-12 provides a rationale for multicultural arts education, a survey of the current status of multicultural arts in Florida as well as guidelines for developing a multicultural arts curriculum. It also has model instructional units for all four arts disciplines using African-American, Caribbean, Native American, Japanese and Chinese traditions. It suggests resources which teachers might use to create their own instructional units.

Technology in Arts Education is a publication that deals with specific uses of technology in the arts disciplines. It provides guidelines for inclusion of technology into the arts classroom as well as a discussion of the challenges which accompany such meaningful technology-enhanced instruction as hypermedia, interactive multimedia, laserdisc, networking and distance learning.

Language Arts and Reading

Florida Writes! assessment, K-12 integrated language arts and other innovative initiatives provide innovative strategies for teaching language arts and reading.

Social Studies

Connections, Challenges and Choices, Florida's Social Studies Program of Study, is a K-12 scope and sequence that recognizes the need for active student and teacher participation in the learning process and integrates content, skills and democratic values. It emphasizes multicultural studies at all levels of instruction, and stresses an interdisciplinary approach by correlating each level to the social studies disciplines and to other subject areas.

Improving Student Achievement, a companion document to the Connections Program, is designed to show the connections between the program and Blueprint 2000 and the school improvement initiative. In addition, Section III creates a picture of how the interaction between process and social studies content is developed at the concrete level. Classroom blueprints at each level K-12 describe student behaviors and learning assessments that measure developmentally-appropriate conceptual understanding.

Social Science 2000: Connections, Challenges and Choices is a K-8 instructional materials package that has been co-developed by the Florida Department of Education, Decision Development Corporation, Rand McNally Map and Globe Company and Cobblestone Press to support the Connections Program. The multi-media materials include software and database (lesson plans, student investigations, simulations, primary sources, teaching tips, student research information, career information, demographic data, maps, charts, etc.); laser videodiscs; teacher guide; Cobblestone, Calliope and Faces magazines; literature selections for teacher and student use; desks maps and atlases; audio cassettes; etc. The materials are designed for the one-computer classroom or classrooms with student access to computers.

The Regional Social Studies Support Team is available to provide support services to teachers as well as school and district administrators. Services include providing an overview of Connections,

Challenges and Choices: linking to current initiatives (Blueprint 2000, national standards, etc.); meeting the mandates of African-American history and the history of the Holocaust; creating interdisciplinary teams; identifying and locating existing materials and resources; using technology; thematic teaching; developing multicultural perspectives; correlating the humanities to the social studies; writing in the content area; assessment; and others. ***Florida Department of Education, (904) 488-6046. Region 1: (904) 488-7110. Region 2/3: (904) 255-6475 or (904) 357-6536. Region 4: (813)588-6090 or (813) 361-6538; Region 5: (407) 434-8055.***

Restructuring

Break-the-Mold Schools (Generating Change with Flexibility and External Partners.) As the call for school reform and improvement increases, the importance of using flexibility and the collaboration with community partners has never been greater. To respond to this call for action, a competitive grant opportunity has been established to provide targeted investments in schools with truly innovative and risk-taking principals who are prepared to embark on changes at their schools at the cutting edge of school reform under Blueprint 2000. In essence, a network of break-the-mold schools has been created.

A common denominator is the use of external partners. In most cases, reform is happening without the need of waivers. Only in the break-the-mold schools changing over from the traditional Carnegie units and in those using mastery learning, performance-based programming have select waivers from the state been requested-and approved. The innovations cut across all grade levels and these schools are located in all geographic areas, including those essentially urban, suburban or rural in nature. Above all, reform is occurring one school at a time based on the principal's commitment to take risks.

A wide range of innovative approaches are operational in the 18 schools in the network. Examples include Army ROTC managing a school-within-a-school for at-risk students; multigrade units with interdisciplinary and thematic instruction; next generation block scheduling (in one school, students earn 32 credits by taking four, full year courses each semester); unique dual enrollments with universities; rolling promotion; no bell schedule; rotating internships with government and businesses; students producing land use plans for community planners; and non-certified instructional experts in project-based learning classrooms. ***The Office of Citizen and Business Partnerships, Florida Department of Education,: (904) 488-8385 or SC 278-8385.***

SchoolYear 2000 has a goal of designing a system that links instruction to technology in every classroom. ***Florida State University, Center for Educational Technology, 406 Milton Carothers Hall, Tallahassee, Florida, 32306-4018, 904/644-4720.***

Dropout Prevention Programs

The dropout prevention programs are designed to meet the needs of students who are not effectively served by conventional educational programs in the public school system. The statute which impacts the programs is Section 230.2316, Florida Statutes, (the "Dropout Prevention Act"). All districts are required to implement a teenage parent program and the statute is not on the waiver list. Districts are not required to provide other dropout prevention programs. However, all local school districts do provide one or more of these programs. Even though the existing statutes and rules cannot be waived, there is a great deal of flexibility in these programs. Considerable flexibility is provided through the GED optional strategy and the course modification option for dropout prevention programs.

The GED Strategy

The Florida Department of Education is authorized by the General Educational Development Testing Service of the American Council on Education to administer the GED test to students currently enrolled in an approved dropout prevention program. Prior to this authorization, only students who withdrew from school were eligible for GED testing. The strategy of using the GED Exit Option cannot be used as a means of accelerating graduation. It can only be used for students whose class, or group, with whom they entered kindergarten, is graduating or has graduated. Since the GED is only a strategy, the at-risk student must be enrolled in an academic program offered for credit which may lead to a standard high school diploma.

In addition to passing the GED tests, the student using this exit option must pass the Florida High School Competency Test (HSCT). Under ordinary conditions, this test is administered in eleventh grade; however, it may be administered to eligible students in approved dropout prevention programs in the year they are graduating via the GED exit option. Students meeting these requirements may be awarded a district standard diploma in addition to the State of Florida High School diploma.

Course Modification Option

Districts implementing approved comprehensive dropout prevention plans may make modifications of courses listed in the Course Code Directory. The amount of instructional time may be lengthened or shortened. The instructional time must be sufficient to allow students to master curriculum frameworks and district adopted performance standards. Courses may be combined and students will receive credit for all the courses if the performance standards are mastered, even though the class time is reduced. Alternative methods of assessing students and mastery of performance standards may also be utilized. Course modifications for dropout prevention programs must be approved by the Commissioner of Education.

Other Examples of Flexibility Options Regarding Dropout Prevention Programs

In the spring of 1994, the Department of Education produced the document ***A Curriculum Guidebook for Educational Services in Juvenile Justice Programs: The Integration of Delivery Models and Delivery Practices***. This publication elaborates on the flexibility currently available for use in dropout prevention programs, especially juvenile justice programs. Copies of this document can be obtained from the Dropout Prevention Office of the Florida Department of Education (address and phone numbers at the end of this section)

Q. ***Can a student who is participating in a district-approved dropout prevention program receive high school credit toward graduation for a course which has less than 135 hours of instruction?***

A. Yes, provided the Commissioner of Education has approved the course modifications for dropout prevention students. The student must demonstrate mastery of the student performance standards in the course of study.

Q. ***May schools shorten or lengthen the time allocated for in-class study, alternate the methods of assessment of student performance and the integration of curriculum frameworks or student performance standards to produce interdisciplinary units of instruction for students in dropout prevention programs?***

A. Yes, however, the course modification must be approved by the Commissioner of Education.

Q. ***Can the GED optional test strategy be used to catch up if high school students have fallen behind their class?***

A. Yes, regular high school students who have fallen behind the class, or group, with whom they entered kindergarten can use the GED strategy provided it is included in the comprehensive dropout prevention plan which is approved by the school board and the students are enrolled in the dropout prevention program.

Q. ***Can the GED optional test strategy be used to accelerate graduation for students enrolled in a dropout prevention program?***

A. No. This strategy cannot be used to enable students to accelerate or graduate ahead of their entering class. This strategy can only be used for regular high school students enrolled in a dropout prevention program whose class, or group, with whom they entered kindergarten, is graduating or has graduated.

Q. ***Can a high school student who is participating in a dropout prevention program be in a course which is not offered for credit and the program is not designed so the student can earn a high school diploma?***

A. No. All high school students in a dropout prevention program must be in an academic program offered for credit which leads to a standard high school diploma.

For additional information about dropout prevention programs, please contact Dropout Prevention Programs Office, Florida Department of Education, Florida Education Center, Suite 444, SC 278-6726 or (904) 488-6726.

English for Speakers of Other Languages (ESOL) Programs

The English for Speakers of Other Languages (ESOL) Program implemented throughout Florida resulted from a federal court order known as the League of United Latin American Citizens (LULAC) et al v. State Board of Education Consent Decree. The requirements of this court order are also contained in Section 233.058, Florida Statutes and Rules 6A-6.0900 - 6A-6.0909, FAC. All districts are required to implement a program which is specifically designed to address the educational needs of students who come from a language background other than English. The Consent Decree, the statutes and the rules codify the rights to comprehensible instruction which are granted by the 1964 Civil Rights Act, Equal Education Opportunities Act of 1974, and clarified in the Supreme Court's decision in Lau v. Nichols in 1974 and in the Supreme Court's decision in Plyler v. Doe in 1982. The Consent Decree, therefore, has the force of federal law. Section 233.058, Florida Statutes is not waivable. However, considerable flexibility is available to districts and schools through the instructional delivery models, statewide assessment program, the certification of personnel based on the number of students and the use of weighted FTE funding. The following questions and answers are provided to illustrate flexibilities in curriculum, instruction and assessment. Questions dealing with funding and certification issues related to ESOL can be located in the sections dealing with those issues.

Q. ***Must instructional services to limited English proficient (LEP) students be delivered in a homogeneous classroom setting?***

A. The delivery of Basic ESOL (primary language arts) and content area instruction may be conducted in homogeneous or heterogeneous classroom settings depending on delivery designs ("sheltered," "structured," "ESOL content," "transitional, or developmental bilingual") selected by the school and the district based on the needs of the limited English proficient (LEP) students as outlined in the approved District LEP Plan.

Students determined through academic assessment (programmatic assessment) to have little to no prior formal schooling may be grouped according to level of academic proficiency. In this design, students are enrolled in a multi-grade, multi-age class for a block of time each day where they receive their basic subject area instruction in either English or in their native language appropriate for their level of English language and academic proficiency.

Q. ***May the needs of LEP students also be met in other instructional programs, such as Dropout Prevention, Chapter 1: Basic and Migrant and Exceptional Student Language Education?***

A. LEP students should also be served in all other programs, based on need and eligibility, regardless of their English language proficiency.

Q. ***When are LEP students exempt from norm-referenced testing?***

A. Students who are currently classified LY (limited English proficient and enrolled in an ESOL program) and have been in the program for fewer than two years may be exempted from the district-wide norm-referenced testing. These students must be assessed through other means as determined by district and school personnel. Those students who are classified as LN (limited English proficient - not in a program) or LF (former limited English proficient) may not be exempted. Students currently classified LY who have been in an approved LEP program for fewer than two years may be exempted from taking GTAT and Florida Writes. They must be assessed through other means as determined by district and school personnel. Students currently classified LN or LF may not be exempted.

Students currently classified LY, who have been in an approved LEP program for less than two years, may be temporarily exempted from HSCT at the discretion of school personnel. However, those students cannot be awarded a standard high school diploma until the test is passed. LF or LN students may not be temporarily exempted.

For further reference, consult DPS Memoranda 94-060, Testing of Limited English Proficient Students and 95-067, Accomodations for Limited English Proficient (LEP) Students in the Administration of the High School Competency Test (HSCT).

Q. ***Are there any exemptions in the delivery of Basic ESOL (primary language arts) to LEP students?***

A. No; however, if a district has fewer than ten students within a 20-mile radius of a given school or the school attendance zone, a district may request a waiver from the delivery of Basic ESOL instruction using a certified Basic ESOL teacher. This exemption may be granted for one year and may be renewed if the above conditions still exist. The exemption from using a certified ESOL teacher is granted based on the description of how the district will address the language proficiency needs of the students as described in an approved District LEP Plan. This exemption does not apply to the inservice requirements of teachers of basic subject area instruction.

Q. ***What are some resources available for ESOL, Multicultural and Bilingual programs?***

A. Technical assistance papers, current research papers, examples of instructional models, sample assessment instruments, and district translations of commonly utilized forms and handbooks are available from the Office of Multicultural Student Language Education's Resource Center and Translation Bank Clearinghouse. Additional resources and information are also available from the following associations: Sunshine State Teachers of English for Speakers of Other Languages (TESOL); National TESOL; Florida TESOL; the National Association for Bilingual Education (NABE); the Bilingual Association of Florida (BAF); the Florida Association of Bilingual and ESOL Supervisors (FABES); the Florida Atlantic University Multifunctional Resource Center (FAU-MRC); and the Center for Applied Linguistics (CAL) Satellite Office--Sarasota Florida.

For additional clarification on the above questions and answers or for information on additional resources please contact the Office of Multicultural Student Language Education at Suite 544, (904) 487-8533, SUNCOM 277-8533 or fax (904) 921-8310.

Exceptional Student Education (ESE)

Employment as an Option for Earning a Special Diploma for Certain Students with Disabilities
Students with certain disabilities are eligible to receive a special diploma. Effective for the 1994-95 school year, Rule 6A-1.0996, FAC, was revised creating two options for meeting requirements for a special diploma. Option 1 is based upon mastery of the current or revised student performance standards and earning the minimum number of course credits specified by the district school board. Option 2 is based upon student mastery of employment and community competencies. In this option, the student is successfully employed in the community for a minimum of one semester, at or above minimum wage while learning community skills. A training plan is developed that identifies the employment and community competencies to be obtained. Technical assistance regarding these options was provided through Technical Assistance Paper No. FY 1994-12: Graduation Requirements for Certain Students with Disabilities. This paper is available from the ***Clearinghouse Information Center, Bureau of Education for Exceptional Students, Florida Department of Education, Suite 622, Florida Education Center, Tallahassee, Florida 32399-0400.***

Q. ***Must a district offer both options for meeting the requirements for a special diploma?***

A. No. The implementing rule states that school boards may offer both special diploma options.

Q. ***How is the diploma option selected?***

A. The decision is made by the IEP committee during the student's eighth grade year or the year prior to the student's 16th birthday. Parents and the student must be involved in this decision.

Pre-K Exceptional Student Education (ESE) and Pre-K Early Intervention (EI) Programs
The needs of young children who require exceptional student education or early intervention services can often be best met through the co-location of the PreK ESE and EI programs or the placement of these students in an integrated program. The co-location of these programs does not affect the weighted cost factors for the ESE children or the funding for the PreK EI children when the following are met:

* the class ratio meets the requirements for the PreK EI program;
* the teacher has the appropriate certification coverage in accordance with the Course Code Directory;
* the children with disabilities are eligible for an ESE program and are being provided the special education and related services as specified in their individual educational plans (IEPs); and
* the aide assigned to the PreK EI program has the required inservice hours.

Assistance in implementing this model is available from staff in the ***Office of Early Intervention and School Readiness, (904) 488-6830, (SC) 278-6803, Suite 754, Florida Education Center, or the Bureau of Student Services and Exceptional Education, (904) 488-1379, (SC) 278-1379, Suite 614, Florida Education Center, Tallahassee, Florida 32399-0400.***

Program Delivery Options For Exceptional Students Served In Dropout Prevention Programs

Exceptional students often require additional support and/or services in a regular class setting in order to be successful. This is also true of ESE students who are being served in dropout prevention programs. There are numerous program delivery options available for serving these students. Each delivery model also has a funding mechanism. The Division of Public Schools (DPS) Memorandum 93-091, January 11, 1993, outlines these program delivery options and their corresponding funding mechanisms. More detailed information on funding mechanisms consistent with new flexibility in dropout prevention legislation and rules will be forthcoming under a separate cover.

Q. ***Can ESE students be served through a dropout prevention program? What are the district's responsibilities to meet the needs of ESE students who are placed in dropout prevention programs?***

A. Yes, utilizing such placement options for ESE students is encouraged. In considering such options the district must ensure that the student will be provided a free, appropriate public education and that the services necessary for the student to benefit from special education are provided based on the student's individual educational plan (IEP).

Q. ***What models of service delivery are used to serve ESE students in dropout prevention programs?***

A. There are many creative ways in which an ESE students' needs can be met in a dropout prevention program. There could be: team teaching with a dropout prevention and an ESE teacher; ESE itinerant services; consultation and direct services by an ESE teacher; or consultation without direct services by an ESE teacher.

Summer School and Year-Round School Intersession

Districts and schools have the flexibility to offer a variety of instructional programs beyond the regular school year and to deliver them in a variety of ways to meet the needs of their students. Beyond 180 day instruction is instruction that occurs beyond the regular school year, regardless of when provided. It includes both summer school instruction traditionally provided in the summer months and the intersession instruction offered between sessions in schools with modified school calendars (year-round schools).

Profiles of some innovative, grades K-8 summer instructional programs and approaches can be found in the Florida Department of Education report to the Legislature entitled, ***Summer School Continuous Progress*** (December, 1993). This report provided information concerning summer school in the fourteen Florida school districts using the continuous progress option for summer school funding during the summer of 1993. Teachers reported that summer school and intersessions are usually more relaxed and that they generally have more time and flexibility to try different approaches and activities. Successful new ideas and activities are then incorporated into the regular school term, thus providing creative and fun learning experiences throughout the year. In many instances, instruction is organized around a theme (e.g., the environment, ecology, animals, countries and cultures, economics, health and nutrition, the arts, transportation, sports, the future, or literature). Other activities and approaches include interdisciplinary or integrated curriculum, hands-on and mind-on experiences, cooperative and individualized instruction and projects, field trips, multi-age and grade organization, and specialized camps. For a copy of this report, contact: ***Office of Policy Research and Accountability, SC 277-3496 or (904) 487-3496.***

Not all summer or intersession programs which may be offered to students in grades PK-12 are eligible for state funding. Instructional programs offered for students in special program areas (exceptional, vocational, ESOL, and dropout prevention) are eligible for funding beyond 180 days. However, some limitations exist for basic education programs. Section 236.013(2)(c)2, Florida Statutes, details the limitations in eligibility for funding in grades PK-12 beyond 180 days. Rule 6A-1.04511, FAC further defines eligibility for funding in basic education programs beyond the 180-day term. In addition, the Legislature has placed limits on funding for continuous progress beyond the regular school term since 1991. Questions and Answers related to summer school funding are included in the Program Funding section.

ABEYANCES

233.0615 CHARACTER DEVELOPMENT AND LAW EDUCATION PROGRAM

This statute was amended to add the teaching of character development to the law education program. The Character Development and Law Education program is permissive, but districts choosing to implement it must include instruction in certain concepts specified in this section.

239.401 COMMUNITY EDUCATION

This statute established a grant program to provide for leadership and financial support for community education.

228.0855 MODEL TECHNOLOGY SCHOOLS

The Florida Legislature established prototype technology schools that would be supported by a public-private consortia. The Commissioner of Education was responsible for the statewide plan for the establishment of these schools. A trust fund was established to which the Legislature can designate funds be transferred.

WAIVERS

232.0678 FINE ARTS AWARDS PROGRAM

(New Waiver Statute)

The statute provides for the Florida Youth Arts Symposium to recognize and reward selected students and their teachers with attendance at a symposium. This program is conducted through the Department of Education, and a district or school waiver would not be applicable.

School Operations

CURRENT FLEXIBILITY

Schools and districts have much flexibility in the way they operate their schools. Flexibility exists in the way the school day, or year is organized, how classes are structured, and where instruction takes place. Following are questions, answers, and information concerning flexibility in school operations.

Flexibility in the School Calendar

Year-round school is one of the avenues being pursued by many Florida schools in an effort to increase student achievement while providing flexible options to better meet the needs of the school community and the rising expectations brought about by Florida's Blueprint 2000 for school improvement. Year-round school does not mean students go to school all year without a break. According to Section 228.041 (38), Florida Statutes, it simply means that the 180 days of instruction required by Florida law, is divided into different segments. For example, rather than having school for 9 months and then having 3 months vacation, the school calendar may be divided into 3 segments of twelve weeks or 60 days, with a vacation period between each segment. This cycle is repeated for each student 3 times during the school year. Another alternative is 45 days in session and 15 days of intersession repeated 4 times during the year. The short vacation periods are called intersessions. Some year-round schools even offer students and parents more than one school calendar to increase parental choice. These school calendars are called tracks. When a year-round school modifies a single calendar it is called a single track school. When a year-round school offers parents the choice of either the traditional calendar or a modified school calendar that will be operating in the same school, it is called a dual track school. When a year-round school offers three or more calendars, it is a multi-track school.

Year-round school helps students retain what they have learned. By dividing the traditional 3 month summer vacation into shorter vacations throughout the year, students have less time to forget what they have learned, and teachers spend less time reviewing previously taught material and more time teaching new skills and information. Learning opportunities traditionally offered during the summer are offered to year-round students during their intersession breaks in between each regular school program. These intersession programs provides opportunity for students to reinforce and continue the progress made during the regular term. In addition, a student who is falling behind would not have to wait an entire year before receiving any over-and-above assistance, but could receive extra assistance during each intersession.

Approximately 165 Florida schools in 15 school districts are currently operating a year-round program. There are currently 148 elementary schools, 17 middle schools, and no high schools operating this program in Florida. The 15 school districts operating one or more year-round schools are: Brevard, Broward, Charlotte, Duval, Escambia, Hillsborough, Lake, Leon, Orange, Osceola, Pinellas, Polk, Sarasota, Seminole, and Volusia.

Q. ***If a school wishes to change to a year-round-school calendar, what are some considerations that need to be addressed in the planning process?***

A. In the planning process it is helpful to involve personnel representing such areas as: Parents from each grade level; school teachers; school curriculum; student transportation; food services; before and after school child care providers; recreation department personnel; community groups; school media services; school guidance services; management information system personnel; payroll department; and any other group that is affected by the school calendar.

Q. ***If a school operates on a year-round basis, will it still be eligible for the services that were available in a traditional summer school program?***

A. Yes. Services traditionally provided during summer school may be offered to students during the vacation breaks in between the regular sessions. These two-to-four-week long programs are called intersession programs and they provide students the opportunity to come to school to reinforce and continue the progress made during the regular term.

Q. ***If representatives from a school want to visit a school operating on a year-round basis, where can they get a list of schools in Florida?***

A. This list can be obtained from the Office of Education Accountability and Report Services Section of the Department of Education, (904) 488-3356 or SUNCOM 278-3356. Curriculum information on year-round school is provided through a DOE publication entitled ***Year-Round Education-An Organizational System Which Supports Quality Education***. For a copy of the document call (904) 488-5148 or (SC) 278-5148. Specific technical assistance may be coordinated through your regional school improvement team leader by calling 1-(800)-447-1636.

Flexibility in Student Discipline

Traditionally school districts in Florida have had considerable local control and flexibility in measures that they would employ in the area of student discipline. As described within Section 230.23, Florida Statutes, school districts have considerable local control and flexibility in measures that their schools may use, including the authority to adopt "a program of alternative control and discipline which may include time-out rooms, in-school suspension, student peer review, parental involvement, and other forms of positive reinforcement, such as classes on appropriate classroom behavior..." More severe traditional disciplinary methods employed include out-of-school suspension, and expulsion.

On September 13, 1994, in response to public demand to curb violent behaviors occurring at schools and to provide for more safe and orderly learning environments that "foster learning and high academic achievement" in Florida's public schools, the State Board of Education approved Rule 6AER94-3, re: Zero Tolerance for School Related Violent Crime. This rule prescribes the most severe consequences for dealing with students who "engage in violent criminal acts on school property, on school sponsored transportation, or during school sponsored activities. School districts may wish to review their current Code of Student Conduct to ensure that district disciplinary methods are adequately described and are consistent with Rule 6AER94-3. The Florida Department of Education is developing a technical assistance paper to assist districts with their interpretation of this rule.

ABEYANCES

228.088 HIGH SCHOOLS AND SECONDARY SCHOOLS UTILIZATION OF SECURITY PROGRAMS

This statute required every high school and secondary school to develop a security program to be in operation during school hours.

229.57(4) STUDENT ASSESSMENT, DISTRICT TESTING PROGRAMS
229.57(5) STUDENT ASSESSMENT, SCHOOL TESTING PROGRAMS

Section 229.57(4) required each district to periodically assess student performance and achievement within each school. These assessment programs must be based on local goals compatible with the state plan for education. The statute further requires the district to administer a nationally normed achievement test from the state board approved list in grades 4 and 7 and to report these results to the Department of Education. This law is in abeyance but new testing procedures are to be developed through Blueprint 2000.

Section 229.57(5) required each public school administering an achievement test at grades 4, 7, and 10 as well as the high school competency test to prepare an analysis of the resultant data after each administration. The analysis must identify strengths and needs in the educational program and trends over time. The analysis must be used in conjunction with the budgetary planning processes (Section 229.555, Florida Statutes) and the development of the programs of remediation (Section 233.051, Florida Statutes).

230.2318 SCHOOL RESOURCE OFFICER PROGRAM

This statute created a statewide school resource officer program and provided matching grants for cooperative programs with law enforcement and community agencies. The statute outlined school resource officer certification, duties and responsibilities.

232.257 SCHOOL SAFETY TRUST FUND (SAFE SCHOOLS)

The "Safe Schools Act" has provided funding in the past to assist school districts in developing preventive and educationally sound solutions to problems in the area of safety.

NOTE: Although the previous two statutes are in abeyance, the 1994 General Appropriations Act appropriated $60,350,000 for Safe Schools. Districts may not use these funds to supplant funds currently used for these programs. The funds are available for middle school after school programs, alternative programs for students involved in the Juvenile Justice system and for security programs that will provide for school resource officers, equipment, and other improvements to enhance the learning environment.

236.0873 SCHOOL VOLUNTEERS

The Department of Education was authorized to distribute funds as prescribed by the Legislature to provide support for district school volunteer programs. No funding was provided.

WAIVERS

232.2463 HIGH SCHOOL GRADING SYSTEM

(New Waiver Statute)

The statute requires that the grading system and interpretation used in public high schools be as follows:

A	=	94-100%; GPA value of 4; defined as "outstanding progress."
B	=	85-93%; GPA value of 3; defined as above "average progress."
C	=	75-84%; GPA value of 2; defined as "average progress."
D	=	65-74%; GPA value of 1; defined as "lowest acceptable progress."
F	=	0-64%; GPA value of 0; defined as "failure."
I	=	0%; GPA value of 0; defined as "incomplete."

228.041(13) SCHOOL DAY
228.041(16) SCHOOL YEAR

These subsections provide definitions of the school day and the school year. The school day is defined as the portion of the day in which school is actually in session and students are participating in approved instructional activities. The school day is not to be less than five net hours for students in grades four through twelve, four net hours for students in grades one through three, and three net hours for students in kindergarten. Three of the last days of each semester may be designated by the district school board as final exam days for secondary students and are to be no less than four net hours.

The school year is defined as the period of time during which schools are in session. The minimum term shall be for at least 180 days or the equivalent on an hourly basis. A district school board may reduce the minimum number of days of instruction for students in the 12th grade for purposes of graduation without reduction of funding.

Rules adopted by the State Board of Education authorize the Commissioner to allow reductions in these minimum requirements for emergency situations or for innovative or experimental programs. (Rules 6A-1.0953 and 6A-1.09532, FAC)

Q. ***What is an example of an alternative approach?***

A. A school may wish to implement a four day week and lengthen each school day so that school is in session for at least the minimum 900 hours. If a school wishes to have a four day week and not meet the minimum hourly requirement (900 hours for grades 4-12 and 720 hours for grades K-3), funding will be impacted. By adding these statutes to the waivable list the law did not change regarding the definition of FTE.

Q. ***How could this alternative be evaluated?***

A. Achievement test results, portfolios, and other assessments would be maintained to demonstrate student achievement.

229.602(5) PARTNERSHIPS, DISTRICT COORDINATOR

This statute requires each school district to designate one or more persons to coordinateprivate sector and education partnership activities in the school district. The statute then defines nine specific duties that the educational partnership coordinators must fulfill.

230.23(3) SCHOOL BOARD POWER, ADOPT SCHOOL PROGRAM

This statute requires that each school board have a policy that describes a school program for the entire district as the basis for operating all schools. One part of the program includes an annual program plan, and the other part includes a five-year plan.

Q. ***What is an example of an alternative approach?***

A. If a district wanted to use individual school improvement plans in lieu of a annual program plan that is used throughout the entire district, the district may wish to request a waiver from this requirement. The use of school improvement plans to meet the requirement would reflect additional participation on the part of teachers, parents, students, and other citizens who are representative of the ethnic, racial, and economic community served by the school.

Q. ***How could this approach be evaluated?***

A. The results of the FLORIDA SCHOOL REPORT PROFILE would indicate the degree of progress in student performance.

230.23(4)(f) SCHOOL BOARD POWER, UNIFORM DATE FOR OPENING & CLOSING SCHOOLS

This statute requires that each school board have a policy that fixes dates for the opening and closing of the schools (Defining the school year.) The statute also requires that school boards have a policy governing the closing of schools during an emergency. It also requires any school board that plans to open any or all of its schools on an extended term basis to notify the Commissioner of Education of their plans on or before January 1 preceding the school year in which the plan goes into effect.

230.23(4)(o) SCHOOL BOARD POWER, EARLY CHILDHOOD AND BASIC SKILLS DEVELOPMENT

This subsection of statutes provides for an individualized diagnostic approach to early childhood education grades K-3. The current statute suggests broad flexibility in early childhood methodology and approaches. Therefore each school or district can meet the intent of this statute under current policy without requesting a waiver.

230.23(6) SCHOOL BOARD POWER, CHILD WELFARE

This subsection of statutes required each school board to:

(a) adopt rules for admitting, classifying, promoting and graduating students;

(b) enforce attendance laws;

(c) adopt rules for control, discipline, suspension and expulsion of students including specific measures related to drugs, alcohol and controlled substances on school property or at school functions. Allows policy to prohibit corporal punishment, provided school board policy describes alternative disciplinary procedure; and

(d) adopt and distribute to students, parents and school personnel at the beginning of school year an "Elementary Code of Student Conduct" and a "Secondary Code of Student Conduct". The code must be written in language understandable to students and parents and made available in a student handbook or similar publication.

230.23(7)(a) SCHOOL BOARD POWER, COURSE OF STUDY, ADOPTION

The statute requires that each school board have a policy that describes the courses of study that will be used in the schools.

230.23(7)(b) SCHOOL BOARD POWER, TEXTBOOKS

This section requires district school boards to:

(1) establish rules providing for the requisitioning, distributing, accounting, storage, care, and use of textbooks,

(2) arrange to provide textbooks and library books as needed, and

(3) put into place procedures to evaluate instructional materials so that those which best address district goals and objectives, curriculum frameworks, and performance standards are acquired.

230.23(7)(c) SCHOOL BOARD POWER, OTHER INSTRUCTIONAL AIDS

This subsection of the statute requires that each school board have a policy that provides for instructional aides other than textbooks. Since the definition of "instructional aides" is very broad covering everything from computer diskettes to classroom materials, each school district can meet their needs in this area under current policy without requesting a waiver.

230.23(11)(c) SCHOOL BOARD POWER, REPORT TO PARENTS

This subsection subparagraph of statute requires each school board to establish a policy describing how schools will report student progress and other needed information (student attendance, etc.). Usually this is done in the form of report cards containing grades and other information being sent home to parents every 6 to 9 weeks.

230.23(17) SCHOOL BOARD POWER, PUBLIC INFORMATION PROGRAM

This subsection of statute requires that each school board have a policy describing their process of informing the general public about the educational programs, the needs, and the educational objectives of the district.

232.01 SCHOOL ATTENDANCE REQUIRED AGE 6 & 16, AGE 5 EXCEPTIONS

232.04 ENTRANCE AGE FOR KINDERGARTEN

232.045 PREKINDERGARTEN EARLY INTERVENTION AND PRESCHOOL PROGRAM: CHILDREN ELIGIBLE

These statutes have a number of provisions dealing with school attendance. Children who are six years old, or who will attain the age of six by February 1 of the school year must attend school. Children are required to continue to attend school until they reach age 16, but a child who attains the age of 16 years during the school year is not required to attend school. The entrance age for first grade is any child who has attained the age of six years on or before September 1 of the school year and completed the requirements for Kindergarten in either public or nonpublic school. Students who are married and students who are pregnant shall not be prohibited from attending school. The statute describes the eligibility for admission to certain exceptional child education programs for children who are three years old or older, or for children with developmental delays from birth through two years of age. Homeless children must be given an education and must be admitted to school in the school district in which they or their families live.

Section 232.04, Florida Statutes, states that children who are five years of age on or before September 1 of the school year are eligible for admission to public school.

Section 232.045, Florida Statutes, states that children who are three on or before September 1 of the school year are eligible for admission to prekindergarten early intervention as provided in Section 230.2305, Florida Statutes and preschool programs as provided in Section 228.061, Florida Statutes.

Q. ***What is an example of an alternative approach?***

A. If a district wishes to implement a continuous progress program or a modified school calendar it may wish to use an alternative requirement to enter children in kindergarten or first grade. For example, the district may wish to accept children into kindergarten at the beginning of the quarter in which they reach age five.

If a district wishes to provide more extensive interventions for young children and families prior to kindergarten entry or desire to ensure a smooth transition from district operated programs for infants and toddlers to prekindergarten or preschool programs, it may wish to use an alternative requirement for entry to prekindergarten early intervention or preschool programs. For example, districts may wish to admit children into preschool programs at the beginning of the semester the child will reach three years old.

Q. ***How could this alternative be evaluated?***

A. Since entering and exiting the program is done on an individual rather than group basis, the same evaluations would be in place but would be administered at the time the student enters and leaves the program.

232.245 PUPIL PROGRESSION

This statute requires that each school board have a pupil progression policy to describe the standards for student progression from one grade to another. The district's pupil progression plan must be based on local goals and objectives which are compatible with the state's plan for education. The plan must include provisions for identifying and helping students in grades 9-12 whose cumulative grade point average is 1.5 or below, to meet the state requirements for a cumulative grade point average of 1.5 on a 4.0 scale, or its equivalent, in required courses in order to graduate from high school.

Q. ***What is an example of an alternative approach?***

A. A district or a school may wish to implement a planned sequential learning program which concentrates instruction into 90 minute classes for 90 days (semester) which yields only 135 clock hours. The outcomes for the classes are judged on student performance rather than ensuring the coverage of material over a set period of time in traditional courses. Consequently a pupil progression plan describing required student progress from one grade to another may not be appropriate. Therefore, the district may need to develop standards based on the student's comprehensive knowledge, skills, and understanding without regard to grade levels. The district will then need to request a waiver from the grade level promotion requirements of the pupil progression plan. An additional waiver of Section 232.2462 would also be required.

Q. ***How could this alternative be evaluated?***

A. Student evaluations will be based on the knowledge, skills and understandings outlined in the standards. In addition students would be able to earn more credits and take more electives.

232.2462 ATTENDANCE REQUIREMENTS FOR RECEIPT OF HIGH SCHOOL CREDIT; DEFINITION OF CREDIT

This statute defines a full high school "credit" course as containing a minimum of 150 hours of instruction in a course which contains student performance standards for the course established by the school board. Summer school classes in high school may earn full credit with a minimum of 120 hours. Six semester credit hours earned at a community college or university equals one high school credit.

The statute also mandates that a student can not earn a credit in a course if they have more than 15 hours of unexcused absences in the course during the regular school year. The statute states that excused absences will not be counted against the 135-hour minimum requirement, and the work missed by the student during an excused absence shall be made up. The statute allows a student who has not been in attendance the required minimum of 135 hours to earn credit for the course if they can demonstrate mastery of the student performance standards of the course as established by the school board. The statute also defines one-half credit for a semester or half year course.

Q. ***What is an example of an alternative approach?***

A. A school may wish to continue the seventh period day grades 9-12 by having classes meet for less than 150 hours (e.g. 145 hours). Credit will be awarded by mastery of performance standards for each course rather than the 150 hour requirement. By allowing students to enroll in seven rather than six classes, more students will be able to qualify for Florida Academic Scholars and will be able to take foreign language classes. Students also would be able to take more electives.

Q. ***How would this approach be evaluated?***

A. Records should be kept to show an increase in the number of students able to qualify for Florida Academic Scholars, in the enrollment in elective classes, and in the number of students enrolled in foreign language classes.

233.011 ACCOUNTABILITY--CURRICULUM, EDUCATION, INSTRUCTIONAL MATERIALS & TESTING

This statute requires the state to: develop curriculum frameworks and model student performance standards for courses, model standards and procedures for the analysis of nationally normed assessment instruments (tests), and model standards and procedures for the adoption of instructional materials and software. However, a district may develop their own standards and procedures for the adoption of instructional materials and software and not be required to implement the state developed model standards and procedures.

PERSONNEL, CERTIFICATION, AND TRAINING

CURRENT FLEXIBILITY

Certification

Legislation was enacted during the 1994 session which allows districts to provide information to the public on out-of-field teachers through the annual school report. Additionally, to assist with implementation of team teaching approaches, all teachers on a team are not required to be certified in all subjects being taught. However, one teacher on each team for each subject being taught must be appropriately certified. This teacher will be held responsible for planning, student evaluation and progress reporting.

An example of team teaching at the high school level is provided on page 2 of the Curriculum and Instruction section. Following are questions and answers concerning team teaching in other settings.

Q. ***In a team of two teachers teaching a K-3 class, do both have to be certified in early childhood education?***

A. No. In a team teaching situation, only one teacher would have to be certified to teach kindergarten. That teacher would be responsible for planning, evaluation and assessment of the kindergarten students.

Q. ***At the elementary level, if a teaching team (of two or more) for a interdisciplinary unit included one teacher certified in elementary, one teacher certified in music and one teacher certified in art, would the music and art teachers have to hold elementary certificates?***

A. No, the interdisciplinary teaming would not require the art and music teachers to be elementary certified. The key is to assure that the elementary education certified teacher on the team takes the lead in designing student evaluation, progress reporting, and curriculum planning in cooperation with the art and music teachers. The art and music teachers need not return to school for six hours each year toward elementary certification as long as they are team members with an elementary certified teacher.

Q. ***Can two or more teachers form an interdisciplinary team in which non-ESE students are mixed with ESE students for particular activities in an ESE classroom? In the above situation, can ESE students participate in selected activities in a non-ESE classroom.***

A. Yes, there are options as to how this team teaching is funded. If both teachers are appropriately certified (e.g. one in ESE and one in BASIC) in accordance with the Course Code Directory, then both classes can earn the perspective cost factors (e.g., ESE students earn ESE cost factors, Basic Student earn basic). As an alternative, this situation may be eligible for funding under the mainstream (double basic) cost factor. All district ESE offices have a copy of a resource manual on the mainstream cost factor.

Q. ***Can teachers teach a minor portion of the day in a subject area in which they are not certificated without being classified out-of-field?***

A. Teachers will be classified out-of-field if they are responsible for planning instruction, student evaluation and reporting student progress for a subject for which they are not certificated. However, a district school board may approve a teacher to teach out-of-field under certain circumstances if that teacher completes six hours of appropriate university credit toward certification in that academic field by one year from the date of the out-of-field appointment (Rule 6A-1.0503, FAC). For further information on out-of-field teachers requirements, contact your district personnel or certification directors. Reference may be made to the July 31, 1992 and June 6, 1994 memoranda from Bureau of Teacher Certification, Florida Department of Education.

Q. ***May districts hire a community resource person who does not have a certificate?***

A. Yes. Districts may hire experts in their field of specialty on a full or part-time basis. State Board of Education Rules authorize districts to allow non-certificated personnel to provide instruction in accordance with 6A-1.0502 and 6A-1.0503, FAC.

Q. ***How long does a teacher have to obtain the ESOL endorsement?***

A. A teacher who is required to obtain the ESOL endorsement has up to six years to complete this requirement starting from the initial date of assignment of an LEP student in the classroom. Sixty points/hours or three semester hours must be completed by the end of the first two years, and sixty points/hours or three semester hours each year thereafter.

Q. ***May the required ESOL teacher inservice training be used as "in-field" for recertification purposes?***

A. All ESOL inservice training may be used to recertify and may be counted as "in-field" in any field. In addition, a teacher may choose to "bank" up to 120 hours towards recertification in a subsequent eligibility periods in any field in accordance with the provisions of Rule 6A-4.0951(6), FAC. The ESOL inservice may also be used to meet the requirement for five inservice days devoted to Blueprint 2000 and school reform.

1994 GENERAL APPROPRIATIONS ACT, SPECIFIC APPROPRIATION 528
Five Days of Training for Implementing Blueprint 2000

This law appropriates funding for providing five days of training specific to implementing Blueprint 2000. The five days shall be within the 196 days of contracted service. The inservice is to be offered when students are not attending classes. Two interpretative memoranda concerning this appropriation have been issued to all district school superintendents. The first one was dated on May 16, 1994 and the second was dated August 11, 1994.

Q. ***What are some examples of local flexibility?***

A. A district may choose to use time on student early release days to offer the five days of training. Districts may use a wide variety of inservice approaches such as electronic instruction, research, group projects, and seminars. Schools may combine their resources and scheduling for effective training delivery.

Contact: The Office of Inservice Education, Florida Department of Education, (SC) 272-9750 or (904) 922-9750.

ABEYANCES

230.2215 PLAN FOR SCHOOL BOARD MEMBER PROFESSIONAL DEVELOPMENT

The Department of Education and the Florida School Boards Association were encouraged to develop a state plan for professional development for school board members. This plan was to be submitted to the Commissioner of Education, the Speaker of the House of Representatives, and the President of the Senate.

WAIVERS

231.095 TEACHERS ASSIGNED TEACHING DUTIES OUTSIDE FIELD IN WHICH CERTIFIED

When a teacher is assigned teaching duties in a class dealing with subject matter that is outside the field in which the teacher is certified, the parents or guardians of the students in the class shall be notified in writing. This notification shall be provided in the annual school annual report which is required (Section 230.23(18), Florida Statutes). This eliminates the need for districts to request waivers regarding notification of out-of-field assignments.

However, this does not waive the requirements outlined in Section 231.145 and 231.15, Florida Statutes, and Rule 6A-1.0503, FAC, for having qualified instructional staff. Consequently, prior school board approval of out-of-field teachers and specific recording in board minutes would preclude a potential audit citation and funding adjustment for special programs.

231.087 MANAGEMENT TRAINING

This statute provides for a state, regional and district support system to promote excellence among principals and other educators. The system shall include the identification of basic competencies for effective management of schools; a performance-based management training program; a program of competency-based certification for school managers; a performance-based evaluation and compensation program; and a research and service center for educational managers. The statute creates the Florida Council on Educational Management; the Florida Academy for School Leaders; District Management Training Programs; and the Center for Interdisciplinary Advanced Graduate Study.

Q. ***What is an example of an alternative approach?***

A. The guidelines for this program allow for a great deal of flexibility in the areas of management selection, training, and appraisal, and are periodically updated. Therefore, each school district can meet their needs in this area under current policy without requesting a waiver.

231.613 TRAINING INSTITUTES (SUMMER INSTITUTES)

This statute provides for rigorous, intensive district inservice training institutes of at least 30 hours in length. The institute must be on consecutive days, except weekends and district holidays. The institute funds may be used to pay salaries and benefits of teacher participants and the cost of instruction. For 1994-1995, the district plan for inservice to support school improvement shall include, but not be limited to, training components in mathematics, science, exceptional student education, English for speakers of other languages (ESOL), instructional technology, and middle grades. In summer Inservice Institutes, districts may also include inservice in critical need areas specific to their district, if the inservice supports school improvement initiatives.

Q. ***What are some examples of local flexibility?***

A. A district may want the opportunity to include personnel other than teachers in the intensive institutes. Also, the critical need areas provide for the offering of institutes in any areas in which school improvement needs have been determined.

Q. ***Is the district required to offer institutes in all the areas listed in the law?***

A. The district is required to have a component in the district Master Inservice Plan for each of the areas listed. However, institutes should be offered in the areas identified in the assessment of school improvement needs.

Q. ***May funds be used for the purchase of materials to be used during the school year?***

A. Funds may be used to purchase instructional materials which will be used in the institute. Such materials may also be used during the school year.

Q. ***Can districts still use funds from this program to offer ESOL training, as needed, during the regular school year?***

A. Yes, funds allocated for 1994-95 may be used for any ESOL training for teachers throughout that fiscal year.

Program Funding and Student Transportation

CURRENT FLEXIBILITY

Program Funding/Expenditures

School districts receive much of their funding from the Florida Education Finance Program (FEFP). The districts receive funds based on the number of full-time students in a program and the cost factor for the program. Section 237.34 sets the following requirements for state and local operating expenditures on a district aggregate basis. Districts must expend at school level at least the percent of funds generated in the following listed categories: (1) Kindergarten and grades 1,2, and 3; 90%, (2) Grades 4-8; 80%, (3) Grades 9-12; 80%, (4) Special Programs for Exceptional students on an aggregate program basis; 80%, (5) Special Vocational Technical programs on an aggregate program basis; 80%, (6) Special adult general education programs on an aggregate program basis; 80%, (7) Students-at-risk programs on an aggregate basis; 80%. Rule 6A-1.014 prescribes accounting for this requirement.

ESOL

Q. ***May a district claim weighted FTE funding for delivery of Basic ESOL (primary language arts)?***

A. ESOL weighted FTE funding may be claimed in English Language Arts or English for Speakers of Other Languages (ESOL) classes when the teacher is teaching LEP students and has completed or is in the process of completing the required training in accordance with the time lines prescribed by State Board of Education Rule 6A-1.0503. Individuals who have not obtained an ESOL coverage/endorsement on their teaching certificate must be presented to the school board for approval as an "out-of-field" teacher from the date of initial assignment to the out-of-field position. Districts meeting these requirements may claim weighted FTE funding for such classes.

Q. ***May a district claim weighted FTE funding for delivery of ESOL and/or Home Language instruction in the basic subject areas?***

A. ESOL weighted FTE funding may be claimed in mathematics, science, social studies and computer literacy for instruction delivered using ESOL and/or Home Language strategies. ESOL training requirements included within the League of United Latin American Citizens et al v. State Board of Education Consent Decree for these teachers do not result in the addition of an ESOL endorsement or coverage to the teacher's certificate. Consequently, such teachers are not considered as "out-of-field" and it is not necessary to report such teachers to the school board for out-of-field approval.

Summer School

Q. ***May districts still use PREP and PRIME criteria for summer school eligibility in the Florida Education Finance Program (FEFP)?***

A. Not after the 1994 summer terms. School districts may use other criteria for summer term eligibility for students who would have been eligible under the PREP and PRIME membership criteria. An example of other criteria that could be used is eligibility based on enrollment in continuous progress programs for which summer term instruction is needed.

Q. ***Are middle school students who were promoted to the next grade but failed one or more basic education subjects eligible for FEFP membership for summer school instruction?***

A. Not after the 1994 summer terms. Promoted students in grades 6-8 who have failed one or more basic education subjects may attend summer school under other criteria, such as enrollment in continuous progress programs.

Q. ***May Limited English Proficient (LEP) students who move into the district during the summer begin receiving English for Speakers of Other Languages (ESOL) instruction during the summer term?***

A. Yes. Although the specific reference in statute was deleted in 1994, eligibility for summer term membership in the FEFP in the ESOL program categories for these students is provided by the League of United Latin American Citizens (LULAC) et al vs. State Board of Education Consent Decree.

Q. ***May districts charge students fees for summer school instruction?***

A. Since 1992 the General Appropriations Bill has included authorization for school districts to charge fees for grades K-12 voluntary, non-credit summer school enrollment in basic program courses. The fee amount is to be set by school board policy based on the student's ability to pay and the student's financial need.

ABEYANCES

236.092 MATHEMATICS, SCIENCE, AND COMPUTER LEARNING LABORATORIES

Categorical funding was authorized for the purchase and maintenance of computers and scientific equipment so that Kindergarten-12 students may have laboratory experiences in mathematics, science and computer education.

236.1228 ACCOUNTABILITY PROGRAM GRANTS

This was a three year program which concluded in 1991-92.

WAIVERS

230.2305 PREKINDERGARTEN EARLY INTERVENTION

This statute creates the prekindergarten early intervention program to serve three and four year old children. Such programs should be developmental, serve as preventive measures for children at risk, enhance the educational readiness of children, support family education and the involvement of parents and build upon existing services and work in cooperation with other programs. The law establishes eligibility criteria for students, outlines program requirements, requires districts to submit a plan and provides for funding.

Q. ***What is an example of an alternative approach?***

A. Many communities have expanded the services to four year olds at risk of school failure due to poverty through many programs including Head Start, Chapter I prekindergarten, Subsidized Child Care and others. With the expansion of many of these programs, some communities are serving the vast majority (in some cases all) of the eligible four year old population desiring services in some program. These districts may request a waiver from the requirements of the statute to allow the school district to serve more than 25% of the other eligibility categories, for example free lunch eligible three year olds, in the Prekindergarten Early Intervention program. This will provide for earlier intervention with children who are at-risk and will allow for longer term interventions with these children.

Q. ***How could this alternative be evaluated?***

A. The district may compare the number of children in other eligibility categories being served in the program under the current law and the number of children served if the waiver were granted. Assessments of the children's progress in terms of behavior, growth, development, achievement and success in school and of parental involvement could be conducted.

233.34 USE OF INSTRUCTIONAL MATERIALS ALLOCATION, INSTRUCTIONAL MATERIALS, LIBRARY BOOKS AND REPAIR OF BOOKS

(New Waiver Statute)

This section requires districts to spend at least 50 percent of their state allocated instructional materials funds for instructional materials that have been state adopted. This requirement applies to expenditures for students in grades 2-12. At least 25% of the funds earmarked for students in grade 1 musf be spent for state adopted materials. Currently, all state allocation instructional materials funds, earmarked for kindergarten, may be spent for non-adopted instructional materials.

Q. ***What is an example of an alternative approach?***

A. A waiver would provide a school or district with the opportunity to exceed the present limit for using state allocated instructional materials funds for instructional materials not on the state adopted list. This should provide flexibility for meeting special needs as appropriate.

234.021 HAZARDOUS WALKING CONDITIONS

It is the intent of the Legislature that no child in grade six or below shall have a dangerous route to walk to school. This affects children who live within two miles of their school since most such children are not eligible for transportation funding. This statute outlines the steps necessary to review a request concerning a route considered to be dangerous and lists criteria for determining hazardous conditions.

Q. ***What is an example of an alternative approach?***

A. The statute requires districts to report hazardous walking conditions to the Department of Education. Since prior approval and review of hazardous walking conditions by the Department are not specifically required in the statute, the district may request a waiver of the reporting requirement. Documentation of compliance with the basic requirements of the law would still need to be maintained at the local level for auditing purposes.

236.013(3) FTE, MIDDLE SCHOOL TEACHER IN HOME ROOM ADVISORY PROGRAM

The current law limits state funding for the "student-teacher adviser" program in grades 4 through 8 (Middle Grades) to 36 net hours in any fiscal year. Over the period of a 180 day school year, this amounts to 12 minutes a day that is eligible for funding from the state funding formula. The law also requires each district's student-teacher adviser program to be approved by the Department of Education.

236.083 FUNDS FOR STUDENT TRANSPORTATION

This statute provides for the annual allocation to school districts for transporting students in membership to public school programs. The statute includes funding eligibility criteria, the method of calculating each district's annual transportation allocation, and associated district reporting requirements.

Q. ***What is an example of an alternative approach?***

A. Transportation of students to diverse programs is now common in school districts. Such programs include teen parent, ESOL, magnet schools, and year-round schools. Existing requirements for reporting these students to the Department for transportation funding have become administratively burdensome and in some cases inappropriate. A district may request a waiver of protions of the current reporting procedure which are not essential to comply with the statute.

236.122 INSTRUCTIONAL MATERIALS

This statute authorizes the Department of Education to distribute funds to school districts and lab schools for the purpose of providing instructional materials. The formula is prescribed by law and is based on full-time equivalent membership of students in basic and special programs.

Q. ***What is an example of an alternative approach?***

A. Not applicable. This statute only addresses funding of instructional materials on a district wide basis.

236.1225 GIFTED EDUCATION EXEMPLARY PROGRAM GRANTS (CHALLENGE GRANT PROGRAM FOR THE GIFTED)

(New Waiver Statute)

This Statute created the Challenge Grant Program, designated eligible applicants (school boards singly or in cooperation with one another, or individual schools), stated criteria which must be used in approving the projects, and specified functions of the Commissioner of Education with regard to program administration. This program has been funded for 14 years, and is currently funded for $336,000. Because of the funding limitations, the program has been competitive in nature, using the criteria specified in the statute, as well as additional criteria established by the Department (as authorized within the statute). Therefore, a waiver of this statute appears unlikely.

APPENDIX

EDUCATION STATUTES THAT WERE REPEALED OR PLACED ON THE WAIVER OR ABEYANCE LISTS A-1

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AUTHORIZATION TO EXTEND THE SYSTEM OF WAIVERS AND ABEYANCES

The Legislature extended the system of statutory waivers and abeyances until July 1, 1995.

EDUCATIONAL STATUTES THAT WERE REPEALED

The following thirty-three educational statutes were repealed:

230.2309 ..... District School Site Restructuring Incentives Programs
230.2312 ..... Florida Primary Education Program (PREP)
230.2313 ..... Student Services Program
230.2314 ..... Teachers as Advisers Program
230.2316(11).... Dropout Prevention-Community-Based Dropout Prevention Grants
230.2316(12).... Dropout Prevention-Alternative Education Mini-Schools Grants
230.2316(13).... Dropout Prevention-Alternatives to Out-of-School Suspension Grants
230.2319 ..... Florida Progress in Middle Childhood Education Program (PRIME)
230.232 ..... Powers and Duties of School Boards Relating to Pupil Assignments
231.532 ..... District Quality Instruction Incentives Program
232.08 ..... Age Certificates for Children
232.301 ..... Model Programs for the Prevention of Student Failures and Dropouts
233.057 ..... Reading Resource Specialists
233.0575 ..... Mathematics/Science Mentor Teachers
233.0576 ..... Pilot Projects to Develop Model Programs Using Math Science Mentor Teachers
233.0641 ..... Free Enterprise and Consumer Education Programs
233.0643 ..... Water Safety Education
233.0677 ..... Education Centers for Gifted Students
233.501 ..... Participation Authorized in the Consortium on the Quality of Instructional Materials
233.64 ..... K-12 Mathematics, Science, and Computer Education Quality Improvement Act (Title)
233.641 ..... K-12 Mathematics, Science, and Computer Education Quality Improvement Act ..... (Legislative Intent)
233.642 ..... K-12 Mathematics, Science, and Computer Education Quality Improvement Act ..... (Advisory Council)
233.643 ..... K-12 Mathematics, Science, and Computer Education Quality Improvement Act ..... (Advisory Council Powers and Duties)
233.65 ..... Residential Mathematics and Science Honor High Schools
236.0835 ..... School Bus Replacement Funding
236.088 ..... Basic Skills and Functional Literacy Compensatory Education Supplement
236.089 ..... Allocations for Student Development Services
236.091 ..... Public School Programs of Excellence in Mathematics, Science, and Computer Education
236.1223 ..... Categorical Funding for Teaching Writing Skills
236.1224 ..... Categorical Funds for Science Laboratory Facilities
236.1227 ..... Quality Instructional Incentive Categorical Programs
236.135 ..... Educational Entities Must Receive Authorization from the Department of Education When ..... Purchasing or Leasing Computer Hardware or Software in Excess of $25,000.00.
239.121(3) ..... Plans for the Recruitment and Training of Occupational Specialists

STATUTES THAT MAY BE WAIVED
(BASED ON LINE ITEM FUNDING)

230.2215 ..... Professional Development for School Board Members
230.2305 ..... Prekindergarten Early Intervention
231.087 ..... Management Training
231.613 ..... Training Institutes (Summer Institutes)
233.0678* ..... Fine Arts Awards Program
234.021 ..... Hazardous Walking Conditions
236.083 ..... Funds for Student Transportation
236.122 ..... Allocation for Instructional Materials
236.1225* ..... Challenge Grant Program for the Gifted

STATUTES IN ABEYANCE
(BASED ON NO LINE ITEM FUNDING)

228.0855 ..... Model Schools
230.2318 ..... School Resource Officer
232.257 ..... School Safety Trust Fund (Safe Schools)
233.0615 ..... Law Education Program
236.0873 ..... School Volunteers
236.092 ..... Mathematics, Science, and Computer Laboratories
236.1228 ..... Accountability Program Grants
239.401 ..... Community Education

STATUTES THAT MAY BE WAIVED
(REGARDLESS OF FUNDING)

228.041(13) ..... School Day
228.041(16) ..... School Year
229.602(5) ..... Partnerships, District Coordinator
230.23(3) ..... School Board Power, Adopt School Program
230.23(4)(f) ..... School Board Power, Uniform Dates for the Opening and Closing of School
230.23(4)(o) ..... School Board Power, Early Childhood and Basic Skills Development
230.23(6) ..... School Board Power, Child Welfare
230.23(7)(a) ..... School Board Power, Course of Study, Adoption
230.23(7)(b) ..... School Board Power, Textbooks
230.23(7)(c) ..... School Board Power, Other Instructional Aides
230.23(11)(c) ..... School Board Power, Report to Parents
230.23(17) ..... School Board Power, Public Information Program
231.095 ..... Teachers Assigned Teaching Duties Outside the Field in Which Certified
232.01 ..... School Attendance Required Between Age 6 & 16, Age 5 Exceptions
232.04 ..... Entrance Age-Kindergarten
232.045* ..... Entrance Age-Prekindergarten
232.245 ..... Pupil Progression Plan
232.2462 ..... Attendance Requirements for Receipt of High School Credit
232.2463* ..... High School Grading System
233.011 ..... Accountability-Curriculum, Education, Instructional Materials, & Testing
233.34* ..... Use of Instructional Materials Allocation, Instructional Materials, Library Books, and Repair of Books
236.013(3) ..... FTE, Middle School Teacher in Home Room Advisory Program
239.121* ..... Occupational Specialists

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*Added to the list by the 1994 Legislature

STATUTES IN ABEYANCE
(REGARDLESS OF FUNDING)

228.088 ..... Secondary Schools Utilization of Security Programs
229.57(4) ..... Student Assessment, District Testing Programs
229.57(5) ..... Student Assessment, School Testing Programs

STATUTES RETURNED TO FULL IMPLEMENTATION THAT WERE FORMERLY ELIGIBLE FOR WAIVER OR IN ABEYANCE

The following statutes were removed from the list of statutes eligible for waiver and in abeyance, thus returning them to full implementation:

232.426 ..... Athletic Activities/Post Secondary Scholarship Opportunities
233.0645 ..... Authorizes Use of Voting Machines to Teach Voting Instruction
233.067 ..... (as amended) Comprehensive Health Education and Substance Abuse Prevention

*Added to the list by the 1994 Legislature

Please return completed form, as needed, to:
Commissioner of Education
Attn: Deputy Commissioner for Educational Programs
Florida Department of Education
514 Florida Education Center
Tallahassee, Florida 32399-0400
(904) 488-5270, SunCom 278-5270

FLORIDA DEPARTMENT OF EDUCATION
DIVISION OF PUBLIC SCHOOLS

REQUEST FOR WAIVER OF FLORIDA STATUTE OR RULES

UNDER SECTION 229.592(6), F.S., Rule 6A-1.0953, FAC, OR RULE 6A-1.09532, FAC.

(INSTRUCTIONS ON THE REVERSE)

ADDITIONAL PAGES, APPROPRIATELY CODED, MAY BE ATTACHED TO THIS FORM IF NEEDED.

(1) A. School District: _____ Waiver implementation year: 19___-___
B. District Contact Person: _____ Phone/SunCom: _____

(2) A. Specific section(s) of statute or rule to be waived: _____
B. Statute or rule citation(s) authorizing waiver: _____

(3) Description of innovation, including applicable current research findings, demographic information, and proposed changes and implementation procedures:

(4) Description of how statute or rule is a restriction:

(5) Description of how the waiver will improve student outcomes in relation to student performance standards established by the State Board of Education:

(6) Description of how student improvement will be evaluated and reported, including the timelines for evaluation:

(7) Description of how the district will report the improvement that takes place as a result of the waiver:

ESE 661
Exp. 07/01/95

FLORIDA DEPARTMENT OF EDUCATION

(8) **TO BE COMPLETED BY DISTRICT:** The filing of this request has been authorized by the District School Board and the District Superintendent has been duly authorized to file this application and act as the authorized representative.

Signature of Superintendent	Signature of School Board Chairperson
Date Signed	Date Signed

GENERAL DIRECTIONS

(1) Indicate the school district name and the district contact person who will be responsible for the implementation of the requested change or innovation. If the phone number listed is SunCom, prefix the number with SC; otherwise, include the area code.

(2) In A., note the statute or rule for which a waiver is requested, being very specific as to subsections or paragraphs if necessary. A. answers the question: "What statute(s) or rule(s) are keeping the district from implementing an innovative practice?" In B., state the authorizing statute or rule under which the waiver is to be granted. This portion would respond to the question: "Under what authority can the Commissioner approve this request?" While it is extremely important to accurately cite the statute, rule, or portion thereof for which a waiver is requested, it is equally as important that the authorizing citation match the type of request.

(3) The description of the proposed change or innovation, including all the topics listed in this box, will be used by the program administrator and review committee to determine their recommendations to the Commissioner. Although meant to be concise, completeness in this description will expedite requests. This description will answer the questions: "What does the district want to do? For whom? Why?"

(4) The specific restrictions in the statute(s) or rule(s) for which the waiver is requested, which decrease the district's flexibility and ability to offer innovative or different programs, are delineated in this section. This would respond to the question: "What is keeping the district from implementing the proposed change in the program?"

(5) The expected outcomes, or impact, as a result of the waiver being granted and the proposed changes being implemented are noted here. Information here will answer the questions: "What student outcome does the district hope to accomplish as a result of the waiver being granted? What are the student performance standards that are to be used to ensure maximum accountability?"

(6) Please explain the procedures that will be applied by the district to evaluate and report the effectiveness of the proposed waiver. In other words: "How will the district know when it has accomplished the student improvement from the innovation or change and met the performance standards? What is the timeline for conducting the evaluation?"

(7) Indicate how the district will report the improvement resulting from the waiver.

(8) Both the superintendent's and school board chairperson's original signature and the date signed must appear for requests to be considered.

FOR DOE USE ONLY:

Approved _____ Denied, letter sent _____

Request for additional information, letter sent _____

Signature of Commissioner	Date Signed

Waiver Requests Granted 1994-95

DISTRICT	NAME OF SCHOOL	PROGRAM TOPIC RULE/LAW
Baker	District-wide	**Definitions; School Day -Section 228.041(13), F.S.**
Bay	District-wide	
Charlotte	District-wide	(Early dismissal for school-based, school
Escambia	District-wide	improvement activities)
Lee	Edison Park Elem.	
	Orange River Elem.	
	Pelican Elem.	
	Skyline Elem.	
	Spring Creek Elem.	
	Tropic Isles Elem.	
	Bonita Middle	
	Caloosa Middle	
	Gulf Middle	
	Lee Middle	
Levy	District-wide	
Okaloosa	District-wide	
Palm Beach	Hagen Road Elem.	
	Indian Pines Elem.	
Volusia	District-wide	
Wakulla	District-wide	
Columbia	Columbia Cty. Elem.	**Definitions; School Day - Section 228.041(13), F.S., & Definitions; School Year-Section 228.041(16), F.S.** (Allow flexibility in length of school day & school year to allow greater student time on task)
Putnam	District-wide	Early release for BP2000 training
Brevard	Cocoa High School	**Definition; School Year - Section 228.041 (16)** Reduce year by one day due to severe power failure
Brevard	Cocoa High School	**Section 229.565(3),F.S.** Remove "paid" requirement for on-the-job training in DCT (Academy of Aerospace Tech) to enable students to intern in space-related occupations.
Baker	District-wide	**Duties & Powers of School Board; Adopt School Program - Section 230.23(3), F.S.** School Improvement Plans to Replace Comprehensive Education Plans
Levy	District-wide	School improvement plans in lieu of a uniform school program
Palm Beach	Boca High	**Pupil Progression - Section 232.245, F.S.; District Student Performance Standards Instruments and Assessment Procedures - Section 232.2454(2), F.S.; Attendance Requirement for Receipt of High School Credit - Section 232.2462, F.S.** To award credit based upon student mastery of course content instead of 150 hours required

Waiver Requests Granted 1994-95

DISTRICT	NAME OF SCHOOL	PROGRAM TOPIC RULE/LAW
		Attendance Requirement for receipt of High School Credit - Section 232.2462, F.S.
Baker	District-wide	(Reduced one hour five times a semester for school improvement, planning, assessment and implementation as well as inservice training for special programs.)
Bay	Bay High School	(Implement modified schedule to meet 90 minutes five days per week each semester for one credit for 135 hours rather than 150 hours)
Clay	Orange Park Junior High	(Divide school day into seven 45-minute periods versus six 50-minute periods to improve student performance in reading and mathematics)
Indian River	District-wide	(Modify high school courses to include such changes as performance mastery, not time based requirement and integration of courses in an interdisciplinary approach)
P.K. Younge Research School		(Continue seven period day for 9-12)
Pasco	District-wide	(Course modification to combine the student performance standards of English and Practical Keyboarding skills in order to fulfill specific graduation requirements)
Pinellas	District-wide	(Option of offering courses for less than 150 hours of instruction for one credit)
Santa Rosa	Pace High	(To shorten the length of first semester to end prior to holidays & lengthen the second semester)
Seminole	Lake Howell High	(Implement an after school tutorial/remediation course to assist students who failed the High School Competency Test)
	Lyman High	(Two related courses to be offered during one period of class time & allow students who master performance standards to receive two credits)
	Seminole High	(Two related courses to be offered during one period of class time & allow students who master performance standards to receive two credits)
Walton	Freeport High	Use of identified performance-bases courses as strategy in SIP. Will offer flexibility in course instruction and scheduling
Wakulla	District-wide	Combine academic(math) and vocational courses Award credit to students in ESE EH and SED on basis of mastery of course performance standards Combine Word Processing I and II Combine and modify courses for at-risk students to allow them to earn credits in a reduced time frame

Waiver Requests Granted 1994-95

DISTRICT	NAME OF SCHOOL	PROGRAM TOPIC RULE/LAW
Lake	District-wide	**Equivalent Minimum School Term for Compulsory Attendance Purposes - Rule 6A-1.09512, FAC** (Request for 146 days rather than 180 days of instruction for 1994-95)
Manatee	District-wide	**Form of High School Diplomas and Certificates of Completion - Rule 6A-1.0995(7), FAC -** (High school diploma to students completing Dropout Prevention GED/Diploma Program.)
Okaloosa	Elloitt Point Elem. Shalimar Elem. Wright Elem. Oak Hill Elem. Plew Elem. Wright Elem.	**Responsibilities for the School Food Service Program - Rule 6A-7.042(2)(c)(d), FAC** (Sell popcorn and snowcones during field day and every other Friday) (Sell popcorn and snowcones each Friday after lunch period) (Sale of food and beverage items)

Waiver Requests Granted 1993-94

DISTRICT	NAME OF SCHOOL	PROGRAM TOPIC RULE/LAW
Collier	Teacher	**Out-of-Field Teachers-Rule 6A-1.0503(3)(a), FAC**
Madison	Pinetta Junior High Greenville Middle Madison Middle Lee Junior High Madison County High	(Community-Based Instruction Program for ESE)
Sarasota	Laurel Middle	
Columbia	Columbia High School	**Out of Field Teachers Rule 6A-1.0503(3)(b)4.b** (Taught Creative Writing I Out-of-Field)
Polk	District-wide	
Citrus	Crystal River High	**Out-of-Field Teachers - Rule 6A-1.05034.b., FAC** (Academy Program)
Walton	Freeport Elementary	**Minimum School Term, Emergencies -Rule 6A-1.09533, FAC** (Reduction of two school days due to damage from a tornado)
Marion	District-wide	**Form of High School Diplomas and Certificates of Completion - Rule 6A-1.0995(7), FAC** - (High school diploma to students completing Dropout Prevention GED/Diploma Program.)
Baker	District-wide	**Definitions; School Day - Section228.041(13), F.S.** Early release for school improvement activities and training
Calhoun	District-wide	
Escambia	District-wide	
Okaloosa	Elliott Point Elementary Wright Elementary Southside Elementary Fort Walton Beach High	
Sarasota	Garden Elementary	
Seminole	District-wide	
Suwannee	District-wide	
Union	District-wide	
Volusia	District-wide	
Putnam	District-wide	**Definitions; School Day -Sections 228.041(13), F.S., and Attendance Requirement for Receipt of High School Credit - Section 232.2462(1),F.S.** (Early release for school improvement staff development, planning, assessment, and implementation)
Wakulla	District-wide	

Waiver Requests Granted 1993-94

DISTRICT	NAME OF SCHOOL	PROGRAM TOPIC RULE/LAW
Okaloosa	Northwood Elementary	**Definitions; School Day - Section 228.041(13), F.S. & Definitions; School Year -Section 228.041(16), F.S.** (Reduce from 180 days to 176 days with a minimum of 900 hours of attendance to research, develop and implement *Blueprint 2000* and to be involved in two models of Collaborative Training Institute)
Suwannee	District-wide	(Reduce from 180 days to 176 days with a minimum of 900 hours of attendance to implement curricular aspects of School Improvement Plans)
Broward	Fort Lauderdale High	**Definitions; School Day/Term - Section 228.041(16), F.S.** - (Reduced the school term by one day due to electrical and telephone service being out)
Nassau	District-wide	(Reduce by two school days for school personnel to receive inservice for school improvement activities)
Okaloosa	Destin Elem.	(Reduce to 176 days from 180 days for training, research, study & analysis, goal setting & planning)
Putnam	District-wide	(Reduce to 178 days from 180 days to plan, implement and evaluate programs and initiatives to be able to achieve Blueprint 2000 goals)
Washington	Vernon High	(The 150 hours of instruction & 135 hours of attendance requirement per credit be waived for students to pursue vocational training)
Putnam	Interlachen High School	(Convert two student days to staff development days)
Brevard	Cocoa High Aerospace Academy	**Educational Evaluation Procedures -Section 229.565(3), F.S.** and Criteria for Qualification of Special Vocational-Technical Education Program Courses (Expand relevant educational opportunities for students in grades 11 & 12 and students of differing abilities provided an integrated program of curricula to prepare them to work in the aerospace industry)
Monroe	District-wide	**Student Assessment Program - Section 229.57(4), F.S.** (To institute new testing plan to target grades 4, 7 and 9 on the Stanford Achievement Test)
Baker Bradford Nassau	District-wide District-wide District-wide	**Duties & Powers of School Board; Adopt School Program - Section 230.23(3), F.S.** (School Improvement Plans to Replace Comprehensive Education Plans)
Washington	District-wide	**Requirement to Submit Professional Orientation Plan, the Summer Inservice Institute Plan and the Master Inservice Plan - Sections 231.17(3), 231.613 & 236.0811(3), F.S.**
Dade Putnam Sarasota	District-wide District-wide District-wide	**Requirement to Submit Inservice Program Plans for the Summer Inservice Institute - Section 231.613, FS**

Waiver Requests Granted 1993-94

DISTRICT	NAME OF SCHOOL	PROGRAM TOPIC RULE/LAW
Baker	District-wide	**Attendance Requirement for Receipt ofHigh School Credit - Section 232.2462(1),F.S.** (Reduced one hour five times a semester for school improvement planning, assessment and implementation as well as inservice training for special programs.)
Duval	Grand Park Career Center	(To allow students to demonstrate mastery of student performance standards at an accelerated rate througha computer-assisted performance-based instructional format)
Flagler	Flagler Palm Coast High	(Change to block scheduling - 4 courses per day; 85 minutes in length & complete course performance objectives in one semester)
Hamilton	Hamilton County High School	(Open the HCHS Business Management Academy, integrating the core academic areas around a business management theme)
Jefferson	District-wide	(To award credits in Algebra I based on mastery of performance standards rather than the normal hours of attendance)
Nassau	District-wide	(Two related courses to be offered during one period of class time & allow students who master performance standards to receive two credits)
Pasco 4 waivers for different course combinations	District-wide	(Course modification to combine the student performance standards (History, English and Humanities; and History, English, and Speech) in order to fulfill specific graduation requirements)
Pinellas	District-wide	(Reduce the 150 hours minimum requirement)
P.K. Yonge	P.K. Yonge	(Meet 147 hours rather than 150 to implement a seven period day with variable schedule for more active learning)
Sarasota	District-wide	(Reduce the 150 hours minimum requirement)
Seminole	District-wide	(Two related courses to be offered during one period of class time & allow students who master performance standards to receive two credits)
	Lake Howell High	(Implement an after school tutorial/remediation course to assist students who failed the High School Competency Test)
Suwannee	District-wide	(Allow flexibility to implement competency-based education)
Volusia	Atlantic High Pine Ridge High	(Reduce hours for credit from 135 to 120)
Wakulla	District-wide	(Waive the required minimum hours of instruction for a credit for ESE) (Waiver for integrating courses for exceptional students earning a special diploma)

Waiver Requests Granted 1993-94

DISTRICT	NAME OF SCHOOL	PROGRAM TOPIC RULE/LAW
Madison	District-wide	**Requirement to Submit Master Inservice Plan - Section 236.0811, F. S.**
Seminole	District-wide	**Equipment Purchasing and Leasing -Section 236.135, F.S.** (Streamline the purchasing process)

WAIVER REQUEST SUMMARY -- 1993-94

Number of waivers received	97
Number of school districts requesting waivers	30
Number of university lab schools requesting waivers	1
Number of waivers approved	78
Number of waivers not approved	11*
Number of waivers withdrawn	6**
Number of waivers needing additional information	2

* No statutory authority
**Waiver not needed

STATUTES RETURNED TO FULL IMPLEMENTATION

232.426 ATHLETIC ACTIVITIES / POSTSECONDARY SCHOLARSHIP OPPORTUNITIES

This statute requires that if a district school board sponsors an athletic activity or sport that is similar to a sport for which a university in the State University System or a public community college of the state offers an athletic scholarship, the district must sponsor the athletic activity or sport for which a scholarship is offered. One example is, if the district sponsors softball, it must sponsor fastpitch softball since that is the sport in which scholarships are available. Prior to 1993, the law simply encouraged schools to sponsor sports in which scholarships were provided.

233.0645 VOTING INSTRUCTION, USE OF COUNTY VOTING MACHINES

This statute authorized a school district to provide a program of instruction in the use of voting machines in order to orient students to and encourage participation in the electoral process. It further authorizes the board of county commissioners to make its voting machines available to the school board.

233.067 COMPREHENSIVE HEALTH EDUCATION AND SUBSTANCE ABUSE PREVENTION ACT

This statute as amended is returned to full implementation. The statute's intent is to provide a comprehensive health education and substance abuse prevention program in Florida's public schools. However, specific district program responsibilities and Department of Education responsibilities for program review, approval, and monitoring are deleted. Implementation of comprehensive health and substance abuse prevention programs can be made available from federal, state, local, or private funds. In accordance with this statute, Specific Appropriation 528 (Florida Education Finance Program) in the General Appropriations Act states that from the funds provided, each district should determine a level of funding which emphasizes HIV/AIDS prevention programs.

STATUTES AND RULES

Which May Impact School Improvement Initiatives for Curriculum and Instruction

AREA OF IMPACT OR TOPIC	STATUTE OR SBE RULE	TITLE	APPLICATION	LEVEL OF IMPACT
Academic Scholars	s.232.2465, F.S. 6A-1.093, FAC	*The Florida Academic Scholars Program*	Awarded to high school graduates who have a 3.0 GPA and no grades below C. Must obtain a SAT score of 1100 or ACT score of 27; Nominated by superintendent or non public head administrator; complete 26 credits toward graduation; and meet the requirements of law and rule.	District School
Accelerated Graduation	6A-1.094, FAC	*Report on Accelerated Mechanisms for Program Completion*	Continuance of accelerated graduation procedures	District
Attendance	6A-1.044, FAC	*Pupil Attendance Records*	Addresses attendance on and off campus	District
Certification, Teachers	s.231.095, F.S. (Waivable)	*Teachers Assigned Teaching Duties...*	Notification for out-of-field teachers	District School
Certification, Teachers	s.231.15, F.S.	*Positions for Which Certification Required*	Positions for which certification is required	District
Certification, Substitutes and Others	s.231.1725, F.S.	*Employment of Substitutes ...*	Requirements for employment of substitute teachers, teachers of adult education, and nondegreed teachers of vocational education.	District School
Certification, Noncertificated	6A-1.0502, FAC	*Noncertificated Instructional Personnel*	Requirements for noncertificated instructional personnel	District School
Certification, Qualifications	6A-1.0503, FAC	*Definition of Qualified Instructional Personnel*	Qualifications for personnel, noncertificated, certified, volunteers and aides	District School
Certification, Volunteers	6A-1.070, FAC	*Teacher Aides and Volunteers*	Qualifications for volunteers and aides	District
Certification, Specialization	6A-4, FAC	*Certification*	Certification regulations and requirements, and specialization requirements	State District
Curriculum Frameworks	6A-1.09412 through 6A-1.09414; 6A-4.09417	*Curriculum Frameworks ...*	Curriculum Frameworks for all courses listed in the Course Code Directory including middle school, high school, exceptional education, vocational and adult are allowed a variance in outcomes	District

Continued...

STATUTES AND RULES

Which May Impact School Improvement Initiatives for Curriculum and Instruction

AREA OF IMPACT OR TOPIC	STATUTE OR SBE RULE	TITLE	APPLICATION	LEVEL OF IMPACT
Curriculum Framework	s.233.011, F.S. (Waivable)	*Accountability in Curriculum, Educational Instructional Materials, Testing*	Responsibility for developing, maintaining, and revision of curriculum frameworks to ensure instructional consistency and assessment with academic disciplines; defines a framework	State
Dropout Prevention	s.230.2316, F.S. 6A-6.052 through 6A-6.5292, FAC	*Dropout Prevention*	Regulations and Provisions for Dropout prevention programs	District
Dual Enrollment	s.240.115 through s.240.1161, F.S.	*Articulated Acceleration*	Defines district and post-secondary school articulation procedures and requirements for student dual enrollment	District, Community Colleges, Universities, etc.
ESOL	s. 233.058, F.S. 6A-6.0900 through 6A-6.0909	*ESOL*	Requirements and provisions for ESOL programs	State, District School
FTE Funding, Student Credit	6A-1.09441, FAC	*FTE Funding, Student Credit Toward Graduation*	Requirements that courses and programs which are funded through FEEP must be listed in the Course Code Directory; students shall be under the supervision of an instructional staff member as defined in 6A-1.0501, FAC	District
High School Credit	s.232.2462, F.S. (Waivable)	*Attendance requirement for receipt of high school credit; definition of "credit"*	1) one full credit = 150 hours of bonafide instruction 2) attendance requirement for receipt of high school credit 3) 135 hour requirement unless demonstration of mastery of the student performance standards as provided by rules of district school board 4) Maintenance of 1/2 credit system	District School
High School Grading System	s.232.2463, F.S. (Waivable)	*High School Grading System*	Student grades required on transcript. Delineates 4.0 G.P.A. System	District School
Pupil Progression Plan	s.232.245, F.S. (Waivable)	*Pupil Progression*	A comprehensive program for pupil progression based on student performance evaluation.	District
Student Performance Standards	s.232.2454, F.S.	*District Student Performance Standards, Instruments, and Assessment Procedures*	Student performance standards to match course descriptions which are also referred to as course curriculum frameworks must be adopted by a school board to receive funding and student credit toward graduation; defines methods of assessing student mastery	District
Summer School Eligibility for Funding	s. 236.013(2), F.S. 6A-1.04511	*Eligibility for funding beyond 180 days*		District School

GOALS 2000: EDUCATE AMERICA ACT

The enactment of Goals 2000: Educate America Act on March 31, 1994 offers a bold approach to school reform. It establishes voluntary, world-class academic and occupational skills standards and makes the National Education Goals an official focus for the year 2000. Goals 2000 provides resources to states and local communities to develop and implement comprehensive education reforms aimed at helping all students reach these challenging standards.

Q. ***What is the purpose of Goals 2000?***

A. This Act is designed to improve learning and teaching by providing a national framework for education reform; promoting research, consensus building, and systemic changes needed to ensure equitable educational opportunities and high levels of educational achievement for all students; providing a framework for reauthorization of all Federal education programs; and promoting the development and adoption of a voluntary national system of skill standards and certifications.

Q. ***How does Goals 2000 align to Blueprint 2000?***

A. The National Education Goals are similar to the State Education Goals outlined in Blueprint 2000. The focus of this Act and the Florida Education and Accountability Act is to raise standards and to bring about improvement through local involvement and planning. Blueprint 2000 will be submitted to fulfill the state plan requirements for Goals 2000.

For further information on Goals 2000 please contact: The Office of Special Federal Programs, (904) 488-6547 or SUNCOM 278-6547.

REGIONAL TEAM LEADERS AND DISTRICTS SERVED

SCHOOL IMPROVEMENT SERVICES

The School Improvement Services Office in the Department of Education provides technical assistance to schools and districts as they work to achieve the goals and standards of Blueprint 2000. To provide these services, the office has designated team leaders to assist the various regions in Florida. Formerly twelve regions were specified for this purpose. However, to better coordinate these efforts, the office is changing to five regions to match ones already in place and utilized by the Department and by school districts. The change over has only been completed for Regions One and Two; therefore the following region numbers encompass both systems and are not chronological.

Region One: Panhandle Area

_____, *904/487-8776*

Jane Selman, 904/222-3506; (Fax) 904/222-3655

Bay, Calhoun, Escambia, Franklin, Gadsden, Gulf, Holmes, Jackson, Jefferson, Leon, Liberty, Madison, Okaloosa, Santa Rosa, Wakulla, Walton, Washington F.A.M.U. High Developmental School, Florida High Developmental School

Region Two: Crown Consortium

Jim Howard, 904/487-0766

Baker, Columbia, Duval, Gilchrist, Hamilton, Lafayette, Suwannee, Taylor, Union, Nassau

Bill Sheets, 904/795-2211; (Fax) 904/795-1705

Alachua, Bradford, Citrus, Clay, Dixie, Levy, Marion, Putnam, St. Johns, P. K. Yonge Lab School, Florida School for the Deaf and Blind

Region Seven

Rodney Rocker, 904/487-8743

Brevard, Flagler, Lake, Orange, Osceola, Seminole, Sumter, Volusia.

Region Eight

Sandy Dilger, 904/487-8826

Hernando, Hillsborough, Manatee, Pasco, Pinellas, Polk

Region Nine

Maureen Skinner, 904/487-4198

DeSoto, Glades, Hardy, Hendry, Highlands, Indian River, Okeechobee, St. Lucie

Region Ten

Andrea Willet, 904/487-8780

Charlotte, Collier, Lee, Sarasota

Region Eleven

Harriett Holiday, 904/488-4509

A.D. Henderson Lab School, Broward, Martin, Palm Beach

Region Twelve

_____, *904/487-1024*

Dade, Monroe

Director: Dr. Robert Corely, 904/488-2084
Administrator: George Anderson, 904/487-0586
Technology Facilitator: Lynn Blanton, 904/755-8025
FAX 904-487-0716

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